

# CHILD STUDY

A QUARTERLY JOURNAL  
of PARENT EDUCATION  
SUMMER, 1948

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FORTY-FIVE CENTS A COPY      VOL. XXV, NO. 3      \$1.50 A YEAR

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CHILD STUDY reentered as second class matter September 19, 1947, at the Post Office at New York, N. Y., under the Act of March 3, 1879. Copyright, 1948, by Child Study Association of America, Inc. Published by the Child Study Association, 221 West 37th Street, New York 19, N. Y. Quarterly in Fall, Winter, Spring and Summer issues. 45 cents a copy, \$1.50 a year. Add 25c for all foreign subscriptions.

## H E A D L I N E S



There is perhaps no question which conscientious parents ask themselves more frequently than whether or not they are "spoiling" their children. In their anxiety to do what is best, they fear they are doing too much, thereby leaving their boys and girls unprepared for the knocks and bumps of real life which they must some day encounter. Intelligent parents are highly aware of their personal role in teaching a sense of responsibility but are often uncertain as to how to develop this quality in their families.

What is a sense of responsibility and how can it be acquired? Just what is the dividing line between offering children the security they need and handicapping them with the over-protection for which so many of our individual, civic and national ills are blamed today? Psychiatry reveals over and over again that neurotic individuals are people prevented by childhood experiences from achieving full and satisfying maturity. With these questions in mind, we have planned our coming issue around the topic "Growing Toward Responsibility." Beginning with a consideration of this important aspect of a child's life at the pre-school age, our contributors will discuss what to expect of the growing child at different stages, how cooperation and responsibility can be developed, and what role the family and the community should play in helping young people to become mature citizens.



Many interesting and heartening letters about CHILD STUDY have been coming to our editorial office in response to the new feature "We Invite Your Comment." Some are from parents, some from doctors, some from other professional workers. All are helpful and all are welcome—criticism favorable and unfavorable, suggestions for articles, ideas for improving the magazine. Every comment receives serious consideration. This month's "We Invite Your Comment" appears on page 90.

# Which Way to Peace?

"The problem of aggressions among individuals and nations is the most urgent problem of our time." This was the keynote of the Annual Conference of the Child Study Association, which is recorded in this issue of *CHILD STUDY*.

Today we know a great deal more than ever before about what makes people behave as they do as individuals and in their relations with one another. Modern psychiatry has thrown much light upon those factors in human emotions and in the social structure which give rise to aggressions and hostility. To an extent, too, it has provided techniques for the management and safe channeling of these emotions in individuals.

The collective aggression of groups, however, and the still wider and more menacing aggression of nations, are still little understood. Are these the sum total of individual aggressions? Do they derive from the unsolved human needs of individuals within the group or nation? Or are the forms of group and national behavior which we characterize as "aggressive" purely products of group problems and pressures, representing unreconciled clashes of economic, social, ethnic or cultural forces? These are questions to which neither psychiatry nor sociology has provided any answer. Yet we are faced with the probability that unless we do find—and soon—the key to collective political aggression and techniques for treating it, we may be lost. A way must be found to halt or redirect the drive of groups to dominate one another. Psychiatry confesses it has found none as yet. The social and political sciences have fought a losing fight and education has not solved the problem. Physical science has made the greatest discovery of our time, full of positive potentialities for human progress, yet we are concerned only with its negative and destructive possibilities.

Thus, in a culture verbally dedicated to peace, we find ourselves with no sure guides for attaining it. In a century infinitely more knowing than any other in the sciences of living and surviving, we believe ourselves helpless to leash the forces which can destroy us. We have lost faith in man's power to control himself.

Yet daily living must go on. Children need, more than ever, to find security at home, and parents must continue to offer them some belief in the value of the life process itself, some principles for family and community living. If we abandon all hope, all ideals, we are already lost.

Which ways then are open to us to achieve peace—within ourselves, in the family, in the community, in the world? In this issue the contributions of psychiatry, sociology and education define the problems which beset our troubled world.

THE EDITORS.



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# The Child's Fifth Freedom

LAWRENCE S. KUBIE, M.D.

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This article is the abbreviated text of an address made by Dr. Kubie at the Annual Child Study Association Conference. An expanded version of the paper will be sent by Dr. Kubie to the International Congress on Mental Health being held in London this August. Lawrence S. Kubie, M.D., neurologist, psychiatrist and psychoanalyst is on the faculty of the New York Psychoanalytic Institute and Clinical Professor of Psychiatry and Mental Hygiene at the Yale University School of Medicine. He was special consultant to the Air Surgeon's office during the war and serves on the Board of Clinical Psychology Advisory to the Surgeon General for the National Research Council of Washington, D.C. Dr. Kubie is the author of many articles and of the book "Practical Aspects of Psychoanalysis."

THERE are many emotions which cause pain in human life—envy, jealousy, guilt and fear. Each of these may be conscious or unconscious; and each may arise out of combinations of realistic and fantastic considerations and experiences. It is only when such emotions are expressed too aggressively or take destructive form that they lead to social disaster.

People mean different things when they speak of the aggressive component in human nature. Some identify all aggressiveness with a hypothetical instinct to destroy. Others mean by aggressiveness the drive to achieve power over other people and to dominate for its own sake. Still others mean by it the active as opposed to the passive attitude, commanding or dictating as opposed to obeying, demanding as opposed to begging and beseeching. In recent years the word has acquired a still more sinister connotation, since it has been used to characterize the nation which starts wars by making unprovoked attacks upon its neighbors, giving currency to two tacit assumptions: that wars occur only because there are aggressor nations; and that the peoples of aggressor nations are themselves more aggressive, or at least more destructively aggressive, than are the peoples of non-aggressor nations. The validity of either is open to many doubts, but if their truth could be established, then it would follow that lessening the amount of aggression in individual human beings, or changing this aggressiveness into less destructive forms could eliminate aggressor nations, and in turn automatically eliminate wars.

But before any of these important issues can be discussed with clarity, we should reach some agreement about our concept of aggression in human nature. Aggression is not a primary instinct, or indeed an instinct at all. Nor need it necessarily have anything to do with destructiveness. We demonstrate "aggressiveness" whenever we pursue our goals in the face of obstacles and difficulties, whether our goal is to make war or to raise funds for a campaign for world peace. We may act aggressively whether we are ruthless criminals or policemen, lawyers or judges, whether we are fighting a bloody revolution or conducting a bloodless campaign of passive resistance. We may be as aggressive at the easel as in the prize-ring. But through all of these contrasting modes of behavior runs one essential ingredient, the capacity of the human spirit to react aggressively to some challenge—whether from without, in the form of deprivation, danger or frustration, or from within, through some internal fantasy of ancient wrong or imagined terror. Furthermore, the degree and quality of aggressiveness can vary from a capacity to confront difficulties and opposition resolutely but peacefully to a savage pursuit of goals without regard to the possible pain and suffering to ourselves or to others. Clearly, aggressiveness, moderate but resolute, is essential.

As to the relation of human aggressiveness to war, we have no basis for claiming that this factor in human nature is in itself an essential ingredient in making a war; nor that altering or lessening it or even eliminating its neurotic distortions would make it impossible for the war-makers to impose war on human beings. We may perhaps take it as self-evident that it is easier to sell an unprovoked aggressive war to some men than to others; but there seem to be no peoples who cannot in time be caught up in a war fever. Apparently there is enough secret anger, even in the gentlest of men, to give to war the power to tap deep veins of destructive enthusiasm in almost any of us. The collective sanction of a righteous crusade legitimizes the expression of the secret feuds that began in the nursery.

Under what circumstances, if any, can the non-



aggressive life survive in this world? The non-aggressive life has a lure and a fascination for everyone, indeed secretly even for those who on the surface seem to be most belligerent. Bloodthirsty tyrants have often kept a High-Priest at court to practice vicarious gentleness for them. A violent parent may cherish a timid wife or child. By the vision of the non-aggressive, submissive, dependent life, man can be carried back to a dim memory of his own regal infancy. Men are often deeply moved by those spiritual leaders like Christ, whose lives give adult expression to our earliest yearnings; or to those like Gandhi, who freely and consciously appeal to the infantile in man in order to attain adult goals.

The appeal of these figures leads us to overlook the fact that the Saint survives only as long as some power provides aggressive protection. Realistically, in individual development as in society, the survival of the weak and non-aggressive depends upon the benevolent protection by the strong and aggressive.

This complex phenomenon is full of subtle paradoxes. Gandhi and Christ were powerful and aggressive forces in spite of the non-resistant passivity of their theories and techniques. Furthermore, just as their spiritual passivity has repeatedly been used to legitimize social violence, so the individual aggression which starts on a spiritual plane can be neurotically distorted into physical violence.

This is due to the fact that aggression in the human infant begins with his physical helplessness. Measured in terms of his capacity at birth to serve his own essential needs, every human infant is born prematurely. The circumambient air is the only thing with which he can provide himself without help; everything else must be brought to him and done for him at the pleasure of someone else. Unaided he cannot even withdraw from his own excrement or from any sources of pain. Thus the gap between his needs and his capacity to gratify them for himself is the measure of his dependency upon others.

At first his only way of dealing with frustration or deprivation, and with internal and external discomfort is to make random movements of his limbs, to expel something from his body, or to cry; until fatigue and its attendant inhibitory processes overcome his discomfort and send him to sleep. These random movements, crying, and what we may call "excretory protests" contain the first flicker of aggressive tendencies. At the beginning, however, they constitute an intermingling of command and appeal, and contain the seeds of all later love and hate. Furthermore, they are directed simultaneously both

toward the outside world and toward processes within the child's own body. Both psychosomatic medicine and war begin right here.

The next step in the normal evolution of aggression occurs when the infant focusses his hitherto random activities on some one individual who has become recognizable to him. This starts between the third and the sixth month. At this point the baby's cry becomes a directed command, protest and appeal, aimed at a dimly perceived and still nameless object of all needs and wishes; yet in this early stage aggression and submission are still expressed through the same gestures and sounds.

### *The Infant's First Aggression*

As the child by about the eighth month begins to acquire the ability to feel and primitively to express disappointment, and to discriminate between known adults and strangers, and to express his feelings through his voice, through the movements of his trunk and limbs, and through the expulsion of his body-products, these controls make possible the first effective expression of aggressive feelings toward the outside world. Here he encounters for the first time the resistance of the greater forces of the adult and inanimate world. They can oppose him, force their will on him, and hurt him. This rouses his anger; and as his rage mounts, his internal conflicts increase until nightmares are born in him. What we call "self-control" in the young child becomes an aggressive act toward himself, which is expressed partly as a passive gesture of submission out of love for some adult, and partly out of fear. If the love component in the relationship is too seriously distorted under the influence of the terror, then the aggressive reaction becomes excessive, and at the same time is driven underground. It may take the form of blindly compulsive rebellion, of diffuse and lasting bitterness, or of excessive inhibition of elementary physiological functions or of freedom in the development of all motor activities and of speech. Thus primary aggression pendulates between internal and external targets.

The acquisition of positive, self-assertive, commanding and demanding attitudes in the first two years of human life is an essential step in the development of every child. Aggression must occur in this primary sense; in which *ad* means *forward, ahead*; and *gress* means to *move*. Otherwise there would be no possibility either of physical survival or psychological development.

A point soon comes, however, in which these forward-moving, self-serving, aggressive impulses bring



the child into a series of cumulative conflicts, partly within himself, and partly with external realities. This is the beginning of a critical new phase, because out of those conflicts, unresolved but rendered unconscious through repression, begins a neurotic distortion of human aggression. These conflicts arise about everything which the toddler has to learn to do for himself. They arise merely about the process of bodily growth, about the fundamental processes of eating, sleeping, and toilet functions, and in the competitive struggle for the love of parents.

### *Afraid to Grow Up*

There is evidence that the effects of this initial struggle of the human infant to master himself and his environment leaves deep and permanent traces on the human spirit. It seems as though we never completely rid ourselves of the effects of those many years in which we are small and weak in a world of overpowering adults. It leaves us deeply if unconsciously afraid to grow up; because to grow up brings us into dangerous rivalry with the adult giants around us. A vigorous athlete, well over six feet tall, related to his psychiatrist that as he walked by the great shop windows of New York, and out of the corner of his eye glimpsed the reflection of his image in the glass, he felt a shock of surprise; and the thought came, "What! Am I that big chap?" Then as he walked by the wall between the shop windows, where there was no reflection of his figure, he felt with sudden relief that he was small and himself again. As Ernest Hemingway said long ago, "It is dangerous to be a man." And this fear in turn is linked closely to destructive impulses—to knock everyone else off their pedestals, to cut them down to the small stature which we imagine ourselves still to be. The six-foot patient was like Alice in Wonderland, drinking from the little bottle until her head went through the roof, and then nibbling the cake until her chin hit her toes. Psychologically he had never accepted either his maturity in years, or his full-grown stature. In the course of his treatment it became clear that for many reasons he had clung to an unconscious mental image of himself as a boy of nine. This in turn gave rise to violent and excessive rages when anyone made light of him, even in a friendly and affectionate spirit; rages which derived in no small part from his secret feeling that he was still the helpless child which he had been thirty years earlier.

What was dramatically true in this patient is more subtly true in all of us. Throughout our adult lives, we have some difficulty in accepting our maturity,

and remain caught back in childhood. As a result, from childhood there echoes in us a deeply buried fury against the adults around us, as though each of us feels doomed to remain a child to the end.

A second phase in the developmental curve of the child begins whenever a younger child is born into the family. Because this is a banal and everyday event, we forget how extraordinarily complicated is the emotional situation which it creates for the older child. Before the birth of the younger brother or sister the older child may well have been quietly happy in learning to feed himself, to dress himself, to wash himself, to take care of his own excretory functions, etc. His mastering of each of these steps had been greeted by adults with enthusiasm and approval. With the arrival of the new baby, however, no matter how skillfully this is handled, a change occurs which makes the older child deeply unhappy. Sympathetic management can lessen this but never avoids it entirely.

### *Not Enough to Go Around*

Furthermore, in most households, the arrival of a new baby means that the mother is more than ever busy, preoccupied and tired. The self-serving skills which the older child had learned chiefly in order to win her acclaim are now taken for granted. If in hurt protest he regresses and stops dressing or feeding himself, or wets or soils himself, he is punished; while at the same time he sees the new baby receiving all those tender, intimate personal attentions which he had previously enjoyed and of which he is now deprived. And if the older child tries to recapture these old attentions by voice or gesture or act, he is likely to be punished and made to feel wicked or even dirty. Is it strange then that in a dim and inarticulate way, even in the midst of plenty, he soon begins to feel that there is not enough of love or of anything to go around?

The child born in slum poverty and the child born to luxury feel this equally. Each goes through an initial period of taking abundance for granted, of looking upon the home, the parents, the nurse, the *providers* as great and inexhaustible horns of plenty. Then when deprivation comes, the supposedly omnipotent adult becomes to the child merely a mean and unfair withholder of all that he craves. Only slowly and later does the child come to realize any limit on the capacity of the adult to serve his needs.

A five-year-old boy confronted with a newborn baby, presently asked, with an insistent, worried air, "How do you *know* that there will be enough air for everyone?" Underneath his question was a world of



perplexity, jealousy, bitterness, and murderous impulses. In this tragic-comic question one can hear the sound of future wars: men who are supposed to be grown-up, asking, "How do you know there'll be food enough, ground enough, sun enough, air enough, 'Lebensraum' enough for all of us?"

It is evident that we never wholly rid ourselves of this deep and early sense of injustice; and that we never quite get over these early fears that there will not be enough to go around. Margaret Mead's pictures of children in primitive tribes show them at puberty still fighting among themselves for an opportunity to suck at the nursing mother's breast. At one breast the new infant lies quietly sucking. Around the other breast a squabbling group of youngsters take quick sucks whenever they can get at the nipple. Half close your eyes and they become our own children at a birthday party, gulping down their ice cream until it hurts, so that they can get a second helping before it is all gone.

### *Children All Our Lives*

Clearly this is only in part a fear of being deprived of food; more deeply it is a reaction to what the granting of food means in terms of getting ahead of the others, of cornering for oneself more love and its manifold expressions. This is part of the primitive jealousy which begins in earliest years and persists throughout life in many changing disguises, infecting our adult activities with an insatiable competitive aggressiveness, which is a translation into pseudo-adult terms of the forgotten rivalries of the nursery. Hence, the endless and futile competitive struggle for more and more material goods, for more and more money, for bigger and better houses and cars; hence, too, the compulsive shopping, the endless competition in clothing and jewelry and house decorations which make up so much of the competitive display of the leisure class. To the end of our days we remain children emotionally, fighting out our nursery battles in the prize-ring, on tennis courts and golf links, in night clubs and parlors, in couturier and cosmetic establishments, on the dance floor and at dinner parties, in industry and the arts, or, for that matter, in science and religion. Hence, too, the bitter struggles over a fantasy which has been called "Lebensraum."

In this question lurks a still deeper perplexity and frustration. The child cannot fight for the love he needs; because if he attacks his little rival all that he wins is further loss of love. Thus his bitter needs are driven underground where they persist as unconscious demands, infused with unconscious angry and aggres-

sive feelings against unknown enemies. It is for this reason that the individual who as a child was most passive and submissive not infrequently ends up as the most truculent and belligerent of adults.

The hurts that we received in infancy and childhood (including equally the hurts that we merely imagined that we received) remain with us until we die, as seeds of an unconscious anger. They persist because, whether the hurts are real or imaginary, they were not fully ventilated when they occurred. For instance, one little girl cut her head open in an accident. Her mother, sick with fear almost to the point of vomiting, thought it important not to frighten the child, and therefore hid her anxiety by maintaining an air of brisk unconcern and by chattering and joking while waiting for the surgeon to arrive. Fifteen years later, in a state of somber and bitter rage, that same child used the episode as evidence that her mother had never loved her. Had the mother been frank about her fear, the child would of course have been more frightened at the time, but she would have been saved many years of estrangement and a diffuse hostility which turned against her schoolmates who seemed to her to be more fortunate.

### *Anger Must Be Liquidated*

Such experiences as these teach us to have a profound respect for both the persisting power and for the endless disguises of unconscious anger. This leads us to our first basic principle: namely, that repeatedly in the early years of life anger must be liquidated at its birth or it will plague us to the grave. There is no single fact more important than this for preventive psychiatry and for the future of mankind.

Perhaps from the point of view of society and the world the most important fact about neurotically distorted aggression is its longevity. The traditional Kentucky mountain feudist does not differ from other human beings except in the fact that his culture encourages him to harbor his hatred consciously, and makes a virtue of physical revenge. For most of us, all such feelings must occur below the level of conscious awareness.

The second basic attribute of neurotic aggression is that it is blind. Anger is more easily displaced than any other emotion. A man who receives unfair criticism from his boss has to swallow it, because he dare not answer back lest he lose his job; but on his way home he can take it out on the elevator operator or the bus driver, or after he reaches home, on his wife and children. In a sense he identifies with the

(Continued on page 88)

# The Price of Peace

FRANZ ALEXANDER, M.D.

Dr. Franz Alexander, Director for sixteen years of the Chicago Institute for Psychoanalysis, is the author of a number of books in the psychoanalytic field, the latest being "Psychoanalytic Therapy: Its Principles and Application." He has worked at the Judge Baker Guidance Center of Boston in psychological research of criminal individuals, he is a Clinical Professor of Psychiatry at the University of Illinois College of Medicine and Attending Physician at the Cook County Psychopathic Hospital. His paper, reprinted here, was an eminent contribution to the Child Study Association's Annual Conference this spring.

THERE can be little doubt that the destructive forces of human nature are becoming an issue which occupies the center of public interest in these days. After two world wars and a peace which appears as but an armed truce, human aggression has been recognized as Public Enemy Number One. In the perplexity of the first moments after the atomic explosion the enemy appeared to be the bomb; then science which made the bomb possible was blamed for creating the enemy. Before too long it became clear to everyone that science in itself is neither destructive nor constructive: it merely increases knowledge which can be used constructively or destructively. Man uses scientific knowledge for his own purposes, to build, to cure, or to destroy.

It is easier to master the forces of inanimate nature than to master the forces of the human personality. In the last three hundred years, physics and chemistry applied to technology have changed the surface of the earth and the life of its inhabitants with unprecedented speed and effectiveness. While production, communication and living conditions have been changed beyond recognition and even the mortality rate has been reduced, social and international relationships and peoples' emotional outlook have remained essentially the same as for thousands of years.

Nothing in ancient civilizations compares with present-day power engines and mass production, but the problems of their social interrelationships were the same as ours today. The struggle for political and economic power of our social groups, between popular representation and tyranny, is as acute as it was in ancient Greece. Irrespective of the fact that bow and arrow have been replaced by atomic explosion, war has remained the ultimate arbiter in international controversies. All this demonstrates only too clearly that mastering the forces of nature has been easier for the

human race than controlling the psychological forces which govern its own conduct.

It is not difficult, therefore, to understand why aggression assumes such a significant place in our present era. While human aggression and our ability to control it has remained unchanged, the technological knowledge at its disposal has increased the destructive power of man to an incredible degree.

Humanity, still in its infancy in knowledge and control of behavior and social interaction, has obtained from science weapons of fabulous power. Diderot said that all children are essentially criminals; our luck is that they do not have the physical power to express effectively their innate destructiveness. Our present situation is as if children of from three to five years of age suddenly acquired the physical power of adults and their destructive weapons. All those gruesome fantasies of childhood, well-known to psychiatrists from the study of children, to anthropologists from the study of primitive cultures, and to everybody from folklore and fable, would be translated into action, with the speedy extermination of the human race as the inevitable result.

We are facing the unprecedented problem of changing the emotional structure of people and their social institutions almost overnight, before they have time and occasion to use their premature knowledge for mutual destruction.

To any realistic person this task appears fantastically discouraging. Two questions arise immediately. First, what do we know about the origin and control of human aggressiveness? And second, how can we translate whatever theoretical knowledge we have into practice? This challenge is obviously directed toward psychiatry and the social sciences.

In order to avoid false expectations, let me state in advance that psychiatry cannot encourage any exalted hopes. Our knowledge of personality cannot be translated into practice on a world scale fast enough to prevent a world conflagration. It is true that we have learned a great deal in the last forty years about the motivation and behavior of man. But although we have learned to apply this knowledge to the individual with fair success, this can have no immediate influence on the present course of world affairs. As yet, we can use psychiatric knowledge only to help the individual neurotic or to educate the child. This



knowledge can be made effective for world peace only by international action on a political level.

It is no accident that psychiatry is gaining popular attention in our days. Psychiatry is the science of irrational behavior. The irrationality of the impasse in which man finds himself at present is obvious. Although modern man can exploit nature for his own needs more efficiently than ever before, although exploitation and subjugation of other nations has become senseless even from the most cynical selfish point of view—because modern machines are our cheapest and most effective slaves—nations are still competing with each other and preparing for war.

### *Can Psychiatry Help?*

The natural conclusion from this is that the world has gone crazy and needs the help of psychiatrists. We psychiatrists fully appreciate these expectations but our answer is: we cannot influence the irrational behavior of nations by applying psychiatric techniques devised for treating the individual human being. Psychiatric knowledge must be translated into political action on an international scale.

What do we know about human aggressiveness? First of all, aggressive behavior is one of the most elementary responses to frustration of subjective needs and desires. In the struggle for survival it is an adaptive reaction aimed to eliminate obstacles to the satisfaction of vital needs and desires and to take by force what is denied.

But one must distinguish between such rational aggression in the service of survival and another form of aggression in which hostile destructive behavior becomes an aim in itself, irrespective of the needs of the organism. The wish to hurt for the sake of hurting, the pleasure derived from subjugating another person, wallowing in the sense of victory or revenge, serve no utilitarian purpose of survival. Destruction, in these instances, becomes a goal in itself, indulged in for the sake of emotional gratification alone. A person may go out of his way to take revenge upon another who defeated him in the past even if in so doing he jeopardizes his own selfish interests. The individual's lust for vengeance may become a blind passion which seeks its fulfillment irrespective of his vital interests. When aggression becomes an aim in itself it often assumes a frankly sexual connotation, which psychiatry calls sadism. This is a discharge phenomenon by which accumulated hostile impulses find sudden release. In sadism the aggressive impulse has completely detached itself from its useful function of eliminating obstacles to a person's vital interests.

This irrational discharge of hostile impulses occurs whenever there is an excess of hostility denied expression by external or internal inhibiting factors. The small child's wanton cruelty toward small animals, for instance, has no utilitarian purpose and serves merely to discharge internal tension which cannot otherwise be relieved. Feeling constantly pushed around by adults against whom he feels powerless and who require from him all kinds of unpleasant restrictions, he takes out his accumulated rancor on helpless victims who are even weaker than he.

Social life in all its forms requires certain restrictions and privations from the individual. These begin in the first society—the family. The child has to tolerate the other members of the family, accept certain limitations out of consideration for others. Mutual hostility among brothers and sisters and against the parents are universal reactions. Only gradually does the child learn to curb these hostilities. Any form of injustice or favoritism on the part of the parents encourages his expression of hostility, discourages his gradual control of hostile behavior.

### *The Price of Cooperation*

In society at large the same principles obtain. Social justice, equality before the law, is one of the prerequisites of curbing open expression of hostilities between members of society. Cooperation of individuals in society entails certain advantages for everyone: it reduces the effort necessary for survival, increases security and serves as protection against common enemies. The price for these advantages is the acceptance of the curtailment of certain freedoms.

Even in the freest society there are limitations of behavior by customs and laws. Even in the most just society the advantages and sacrifices are not equally distributed in all strata of society. Differences of individual abilities and of advantages derived from descent are present in every society. The greater these differences are and the more they become preserved by institutions serving the vested interests, the greater the latent hostility of the less privileged members and groups against the ruling ones. On the other hand, the more freedom of expression the individuals can retain and the greater advantages they all derive from social cooperation, the more stable the group will be.

The instability of totalitarian nations comes primarily from the fact that in such countries the individual members have no freedom of expression and action. They must be restrained by terror and violence. They constitute therefore a permanent menace to their neighbors. Their internal peace can be pre-



served only with spoils obtained by subjugation of other nations or by terror. Every form of hostility, even constructive criticism directed against leadership, is Draconically suppressed. Therefore artificial outlets must be found to divert these pent-up impulses against scapegoats. The scapegoats are usually another nation, or minorities within the country, represented by propaganda as dangerous enemies.

In society as in physics stored up energy must find release. Human aggressions, increased by lack of legitimate expression, must somehow be channelized. In free democracies, normal individual aggressions find modified expression in free political activities which allow conflicting interests to be ironed out by negotiation and compromise. Because the social and political life of the nation offers many socially acceptable and useful channels for aggressive impulses, they do not need to be deflected toward other nations. War in such a nation is acceptable to the people only if their existence is at stake.

The prevention of war, therefore, is not a problem which can be approached by the methods of psychiatry. Those aggressive forces which find expression in war are generated in social life and are strictly determined by the structure of society.

In general the discussion of how to educate human beings to become peaceful individuals is senseless. Educational principles do not develop in a vacuum, but are strictly dependent upon cultural tradition which depends in turn upon the structure of society. All psychiatry can contribute to the problem are the principles by which personality develops. It can explain why in a totalitarian country the disposition of the people is to attack their neighbors and why in democracies they are more peacefully minded.

### *Psychiatry for Peace*

Like every science, psychiatry provides knowledge which can be used for all kinds of purposes. Hitler may have used psychiatry to increase the martial qualities of the Germans. German fathers and sergeants did a good job of it by their brutal suppression of all individual stirrings in children, adolescents and adults. Likewise democracies can well use the teachings of psychiatry in developing peaceful, constructive-minded persons.

But to hope that psychiatric principles can be used to influence the mentality of other nations is a naive illusion. War is the affair not of one but of all nations. As long as the world is composed of nations with different cultures and social structures, the curb-

ing of human aggression for the prevention of war can be accomplished only if the peaceful nations have the supremacy of power. With this supremacy, maintained for peaceful purposes, they can then make war hopeless for those who need it as an irrational outlet.

Physicists are emphatic in describing the incredible destructiveness of modern weapons. The real danger, however, is not the weapon but the human destructiveness which wields it. We psychiatrists must be as realistic as the scientists in describing the actual situation. Under proper influence children can be brought up to become peaceful constructive individuals. But this does not alter the important fact that educational aims and methods are determined by social forces beyond the reach of psychiatric methods.

### *The Brighter Aspect*

The picture, however, does present some brighter aspects. Advancement of technology has made war too destructive to be a rational means even in the pursuit of selfish interests. If used constructively advanced technology could easily raise the standard of living for all inhabitants of the earth. This makes war completely irrational. War could then serve only one purpose: an outlet for suppressed people to divert their aggressions against other nations. The law of the jungle, the struggle for survival where a scarcity of food makes the only alternative to kill or to be killed, has been rendered obsolete by technology. In many places technology has already created an economy of plenty; potentially it can create such a state of affairs all over the world. But until such benefits can be achieved by gradual peaceful development, peace must be preserved if necessary by supremacy of military power. As long as cultures exist for which the expression of aggression by war or expansion of power over other nations remain an emotional necessity there can be no real security for the other cultures.

At present fear of the destructiveness of modern weapons alone prevents a world conflagration. Eventually an effective world organization will be imperative for the preservation of peace. At first this world organization must content itself with a minimum goal: the prevention of war by a powerful international police force. If war is thus eliminated there can be hope that common goals—both cultural and economic—may lead to a new type of psychological orientation among peoples of different cultures. Then only will it be possible to supplant or at least to supplement the international police force with an internal psychological force—a new kind of world loyalty which transcends geographic and political boundaries.



# "Hot" and "Cold" Wars Against Our Children

JUSTINE WISE POLIER

This paper was Judge Polier's contribution to the discussions of "The Problem of Human Aggressions" at the Annual Conference of the Child Study Association. Judge Justine Wise Polier has been Judge of the Children's Court in New York City since 1935. She has been active in many aspects of labor relations and child care, serving as Assistant Corporation Counsel of New York City, as Secretary to Mayor LaGuardia's Committee on Unemployment Relief, and as special adviser to Mrs. Roosevelt at the office of Civil Defense in Washington. Judge Polier is the wife of a New York attorney and the mother of three children.

CHILDREN are brought before our Court each day because they have struck out against society, against their families, against the laws of the community. They are arraigned as delinquent because they have run away from home, defied or disobeyed parents or teachers, stolen, become involved in gang activities, indulged in sex offenses, or even been party to an incident involving the killing of another human being.

Who are these children, and what are the forces in their lives that have led them into such aggressive or anti-social behavior that they require Court action? We have certain general data. The children brought before the Court are children who have broken under the double burden of economic and emotional insecurity. In a study of 541 such children made some years ago, over 70 per cent came from families dependent on some form of public assistance or without any ascertainable source of income at the time of Court appearance. Of this same group a large majority came from homes which were also emotionally impoverished through the absence by death, desertion, separation or illness of one or both parents. Only 135 children, or less than 25 per cent, were living at home with both parents. A majority of the children were boys; frequently the absent parent was the father.

In turn, the existence of these factors in the lives of children inevitably means that they and the remaining members of their families are forced to live in the most undesirable and underprivileged neighborhoods of our large cities. This means slum dwelling with its high incidence of disease, death, crime and delinquency.

For these children, only too often, what home does

remain is also personally inadequate. The parent or parents are unhappy and disturbed. Conflict between mother and father, if together, or hostility toward one another, when separated, permeates the climate of the home. There is a lack of sustained and sustaining love; the children are often objects of rejection, of punitive attitudes, and even of pathological aggression. There are extreme swings in the parents' mood and in their handling of the child, whose behavior presents further problems.

For these children our schools inevitably play an especially significant role for good or evil. School can be a place in which good social relationships with other children, meaningful relationships with adults, happy learning experiences, and wholesome play can provide opportunities for healthy development and growth. This kind of school should be available to all our children. For those who are suffering under home deprivations it is absolutely essential. We know that children who are emotionally upset cannot learn or work in accordance with their full native capacity.

Unhappily, however, even in the face of such knowledge our school systems are slow to embark upon a program geared to early recognition of children's problems and to provide sustaining help as long as it is needed. Instead, rigid curricula, demands for conformity of achievement, a punitive approach to misconduct, unawareness of the burdens that children are carrying, and lack of good adult-child relationships too often characterize our schools.

Children burdened by both economic and emotional insecurity at home who are also from an underprivileged or disprivileged minority group meet an additional hazard or threat to their development. If a child who senses he is unwanted or unloved at home cannot develop in accordance with his full potentialities, how can the child who grows up unwanted in a segregated corner of the community be unaffected in his social development?

Lance is a small undernourished boy of twelve known as "Shorty" in his neighborhood. Recently arrested for burglarizing an apartment he was brought before the Court as a delinquent child. Known delinquencies and aggressive anti-social conduct go



back for almost six years in his research, and include purse snatching, stealing fur coats, stealing letters from mail boxes, burglaries, carrying knives to school, running away from home and repeated truancy.

He was first brought before the Court at the age of eight for stealing. At that time he and three younger brothers were living with their mother. He was in the third grade where the quality of his work was described as good, and his mother proudly reported that she had been told he had the highest I.Q. in his class. She reported he behaved well at home although she received constant complaints from school about his conduct. The school reported that he was defiant, and annoyed other children, but because he was suffering from a heart condition he was generally pampered at home.

At the time he was first brought before the Court for stealing, the family was living in a tenement in a congested district known to have a high incidence of delinquency. The family income consisted of \$68 a month from the Department of Welfare and \$14 a month from the father on a Court order. The child was discharged with a warning.

Lance next appeared in Court three years later when a neglect petition was filed against the father on behalf of all four children, including Lance, now eleven, and his three brothers, eight, four and three years of age. It was charged that the father was living with another woman and the boys in an inadequate tenement where the four boys shared one bed, that he kept Lance home from school to work for him and pretended to the school that the boy was truanting, that he failed to take Lance for necessary medical care, and beat him unmercifully. Investigation revealed that since the first petition the mother had become mentally ill and had been committed to a mental institution.

A lengthy school report noted that Lance was underweight and restless, that he seemed to enjoy school and was not a serious problem, but that he tried to bully smaller children. He showed resentment toward a woman whom the father sent to school to act in a mother relationship.

The Juvenile Welfare Council report stated there was reason to believe that the father received property from many burglaries in which Lance was involved, and that the father had been diagnosed as schizoid.

At this time it was noted that the boy showed no respect for authority. The psychological report noted that the boy was not functioning in accordance with his ability because of emotional factors.

The boy, nevertheless, denied accusations against

the father and pleaded to return home. Although placement was indicated no place could be found. The only agencies for delinquent boys of this age and religion rejected him because of his poor academic achievements, although these were actually added reasons for placement. He was returned home to the same situation and the same conditions that were driving him into further delinquent conduct.

Although the father presented himself as an ideal father, deeply interested in his children, and deeply religious, further evidence accumulated that he was unreliable, emotionally disturbed, and had no sense of morality. The boy finally expressed his feeling that his father was to blame for his mother's illness, that the father made him "nervous" and that he could not accept the woman whom his father had put in his mother's place. He now asked for placement—though he still wistfully looked forward to the day when his mother might return home. A few days later he was put out of the home by the woman with whom his father was living when he objected to her searching his pockets and removing the few cents he had. Still the father protested he was an ideal father and wanted his children at home.

At this point further investigation revealed that five years earlier the father had been diagnosed as suffering from syphilis of the brain, an epileptic and schizoid. The woman with whom he lived had little feeling for any of the children, and the younger ones were showing evidence of unhappiness, repression, and maladjustment.

### *No Place for Neglected Children*

Efforts to place the three younger ones resulted in a report that there were again no places for neglected children of this age and religion—and perhaps race. Lance's problems had become so aggravated that the likelihood of appropriate placement had become even dimmer. He had now failed all subjects. He truanted constantly. He showed little interest in his work. A physical examination showed he was underweight, had diseased tonsils, carious teeth, a mitral systolic murmur, and an enlarged heart. In the social work study he was described as confused and in a dream-like state. He expressed many fears. He was afraid in the dark and had disturbing nightmares. He said, "I dream of my father stabbing me in the back or I see my mother."

Lance today is the product not only of two parents who are emotionally ill, of a broken home and a slum neighborhood; he is also the product of a broken home in which the surviving parent alternated be-

tween brutally abusing the boy, depriving him of love, security or a sense of social values and then defending him when he got into conflict with the law outside his own home. In a very real sense Lance is also the product of the vast, complicated but still unintegrated parts of our social machinery to help children. Parts of Lance's difficulties were known to the Department of Welfare, parts to the five schools he attended, parts to the Juvenile Welfare Council, parts to various hospitals, parts to the Courts and related agencies. Yet somehow all failed to see the child as a whole against the background of his problems, to gain his full confidence or provide a substitute home in which through timely help, sustaining care and guidance he might possibly have emerged to good social adjustment. And so after he had regressed in his work, become utterly confused, and had developed well-set patterns of aggression against the community, he again stands before the Court at 12, physically ill, seriously retarded in school, emotionally disturbed. Now there is little likelihood of his receiving a real opportunity for living where he can receive the medical care, psychiatric guidance, or human relationships that are essential if he is not to become the permanent inmate of a mental institution or the recurrent inmate of reformatories and prisons.

### *Victims of Adult Aggressions*

In these days of international tension we have come to add new words to our vocabulary—"hot wars" and "cold wars." These words have meaning for us also in dealing with the problems of aggression in children. In a very real sense our children who become aggressive have been subjected to both hot and cold aggressions from parents and the adult world; "hot" aggressions that have been active and brutal and "cold" aggressions that have denied to children a sense of being loved and wanted or of belonging in the family and the community.

As one follows back from the acts of aggression by the child and concerns oneself with the offender rather than with the offense, one finds repeatedly a lack of inner strength, a lack of wholesome personality structure, a lack of joyousness, and a lack of belonging. But the aggression that stems from these children takes many forms. One form that is particularly disturbing in this and other large cities is gang action. Here the child finds others who feel individually lost but who by joining together gain the sense of belonging.

The activities of such groups run the gamut of adolescent interests from sports and bull sessions to

delinquent conduct. Here boys, anxious and lonely, find encouragement to turn their hostilities into action against the outside world in ways that none would have undertaken alone. The opportunity for achieving leadership or group approval beckons them on into one adventure after another.

The story of gangs in Coney Island, studied and described by the Commission on Community Interrelations of the American Jewish Congress, includes the following description of a night's activities:

"One of the gang's favorite 'hang-outs' is an all-night cafeteria. Frank is having coffee with two friends. He is a slender, almost sickly looking boy. His face seems slightly flushed tonight, probably from drinking. Suddenly he leaves and someone says, 'There goes Frank again.' Everyone walks excitedly out in front of the restaurant. About sixty feet away Frank halts an elderly Negro whom he has seen pass the restaurant. As the Negro turns questioningly, Frank swings a long sweeping punch followed by two others. The Negro falls limply, Frank kicks his head viciously several times and walks away. No one moves for a few moments; then someone says, 'What the hell—just another Jig!' Everyone files back into the restaurant. There are several admiring comments about the nice punches. Several young men walk to the back of the restaurant and guard the telephone so that no one can call the police. Everyone resumes eating."

The same study notes that in this gang the members found a support and protection, and a means of striking back at a society which they had come to regard as hostile and unfair. But beneath the violent clashes and tensions with other groups, the investigations found overpowering individual and group feelings of insecurity. In the study of individual boys in the gang an underlying pattern of frustration and disorientation became evident. The boys sought, perhaps unconsciously, to compensate for this by aggression and the achievement of status. This involved the need to defend oneself and to distinguish oneself and one's group from "others." And so the gang's typical day included: ganging up on individual members to keep them in place, humiliating a "bum," taking advantage of a storeowner; exaggerating earnings and the ease with which they were earned; relations with girls; telling tall tales, and, of course, fighting.

(Continued on page 95)



# The Problem of Human Aggressions

AS VIEWED BY THE SPEAKERS AT THE ANNUAL CONFERENCE OF THE  
CHILD STUDY ASSOCIATION OF AMERICA

REPORTED BY HARRIET EAGER DAVIS

THE problem of human aggressions—how do they develop, must they lead to war? This is the urgent dilemma in the lives of nations and of individuals which the Child Study Association of America discussed at its Annual Conference in New York on March 1 of this year. Twelve speakers who ranged from eminent psychiatrists to advocates of political world federation contributed their various points of view to the Conference which covered broadly three main topics: Roots of Aggression—in the Family, in the Community; The Price of Peace—Management of Aggressions; Conflicts in our Present-Day Culture—Can Education Meet the Challenge?

Although so broad and so complex a question could hardly be completely covered or adequately answered by a few speakers within a few hours, certain aspects of the problem were clarified and some signposts indicated out of our modern confusion. Two thousand men and women, educators, social workers, psychiatrists, pediatricians, and many parents in search of better understanding, crowded the three sessions of the Conference. Professional workers attended the all-day institute the following day to discuss the implications for parent education of the Conference theme. It was evident that all groups interested in youth shared our concern with the discrepancies in our present-day culture, in which children are taught to live cooperatively with their fellows and then emerge into a world of competition.

Dr. Lawrence S. Kubie, well-known psychiatrist who opened the discussion, considered the problem of aggression from the individual angle. He defined aggression *per se* as a normal and healthy human impulse dangerous to peace only in its neurotic distortions and made an eloquent plea for the child's "Fifth Freedom," the right to feel and to express that feeling openly and verbally. Dr. Kubie's paper, slightly condensed, is printed on page 67 of this issue under the title: "The Child's Fifth Freedom."

The psychiatric insight into individual psychology was carried a step further into the social field by Justice Justine Wise Polier of the Domestic Relations Court of New York, who analyzed the causes of

aggressive action against the community in young people who have been hurt by their families and by their social environment. Justice Polier's paper "Hot' and 'Cold' Wars Against Our Children" may be read on page 74 of this issue.

Another psychiatrist, eminent in his field, Dr. Franz Alexander, Director of the Chicago Institute of Psychoanalysis, then broadened the topic still further by discussing, from a psychiatric point of view, the problem of peace and the management of aggressions in our society. Naming human aggression as Public Enemy Number 1, Dr. Alexander declared that to master the forces of nature was easier for the human race than to control its own conduct. While defining psychiatry as the study of irrational behavior, and terming our present international actions irrational, he nevertheless foresaw no possibility of solving the world's dilemma by psychiatric techniques. Only by international action of a political nature can the establishment of world peace be made effective. Dr. Alexander's paper, "The Price of Peace," is reprinted on page 71.

Professor Norman MacKenzie, assistant editor of the *New Statesman and Nation* in London and visiting Professor of Government at Sarah Lawrence College, further developed this theme by an inquiry into irrationality in political behavior. The following is a résumé of his speech at the Conference.

## CAN POLITICS BE RATIONAL?

NORMAN MACKENZIE

The motivation for political behavior is so complex that it cannot be reduced to a simple list of defined categories. Politics are the means by which we reduce those complex motives to issues sufficiently sharp to allow a majority from many diverse groups to take a stand upon them.

English political philosophy is by long tradition based on the assumption that man is fundamentally rational and open to reasonable argument. But few if any of us actually form our political opinions upon considered and informed judgment. Most of us require that politics be dramatized, that it appeal to our prejudices, our self-interest, our sporting instinct;

our pockets, and our complex and deep-rooted associations with certain symbols such as the flag of our country, or even elephants and donkeys.

We must accept the fact that politically we are all creatures of an interplay between our inevitable ignorance and gullibility, our desires and our limited knowledge. It requires some shock, some threat to jolt us out of an accepted position and into beginning to question our political faiths. The basic principles of political behavior differ little from one system to another. Although at one extreme we have complete coercion and at the other complete persuasion, like the Quakers, they all rest upon varying combinations of persuasion or coercion.

It is easy to frame desirable ends: peace, security, good social services, education, diet, housing; but very difficult to attain them. But that attempt, fundamentally, is what politics is all about. If we knew how to reach these ends without politics there would be no politics.

Must we then leave everything to the blind interplay of the passions, prejudices and irrationality of human beings? Must we abandon the hope of bettering our lot? Is there some way to break out of the net of stupidity and give our children a greater measure of control over themselves and their destiny, so that they may devote themselves to more generous and more human aims than war?

Though we have pushed the road of rational thought and behavior only a little way through the jungle of motivation, whatever we can continue to do in that direction is worth doing. This means working to raise the level of our instruments of information: the press, the radio, the cinema, books, pamphlets, speeches. It means more effort to establish what we loosely call "civic sense" in our children. It means caring about honesty. It means above all—and here we ask almost the impossible of many people—understanding the other point of view, or at least, being tolerant of it.

Our educational system, our attitude toward each other, should be keyed to an increased understanding of how far—short of complete abnegation of decision and responsibility—we can let the other fellow go before we are convinced he is wrong.

Representative democratic government is impossible without delegating powers and judgment. But this is in turn out of the question unless the society is based on toleration. Toleration is the one thing that makes continuous political cohabitation possible within a society. But only by becoming more aware of the limits of our own capacity for informed judg-

ment, while at the same time exercising that judgment to the full, can toleration and rationality be extended.

Having posed the problem and analyzed the dilemma, the Conference now turned its attention to a consideration of conflicts in our present-day culture and the question of whether education can meet the challenge. Dr. Sarah Gibson Blanding, President of Vassar College, declared her belief that the future of our civilization depends upon the direction education takes, not for some distant future but actually for the days immediately ahead. The gist of her remarks upon the training of our youth is given here.

### WHICH WAY EDUCATION?

SARAH GIBSON BLANDING

The next five years will determine which way the scales are tipped between the two predominant types of society, the democratic and the authoritarian. The social role of education in the latter is to train the individual to live for the state; in the former, to encourage the development of the individual to his highest and best potentiality; to ensure equal liberty and opportunity to all types and varieties of individuals and groups, to enable the citizen to understand and appraise and to so direct his energies that individual liberties are strengthened rather than limited. Effective, democratic education for our times should deal directly with current problems, using the past selectively and critically to illuminate the present.

The President's Commission on Higher Education, much of whose report is equally applicable to nursery and elementary schools, selected three main goals: To bring to all people of the nation education for democracy, in every phase of living; education for democracy in international understanding and co-operation; education for the application of creative imagination and trained intelligence to the solution of social problems and the administration of public affairs.

These three goals must be quickly realized if the United States is to remain a democracy. We have minority problems in this country, we have racial discrimination, labor-management tensions, unequal educational opportunity. Unless we reconcile the conflicts among the diverse groups that make up our nation, we are not likely to secure the adoption of democracy outside the United States or to resolve the differences that exist between nations.

Even in our schools and colleges we allow undemocratic processes to exist. Even though we have there



children of different races and creeds, we have not used this situation to help break down prejudice among the others. The first goal of the President's Commission—education for democracy in every phase of living—must permeate every aspect of classroom teaching and every part of school life.

The second goal of the President's Commission on Higher Education—education for democracy and international understanding and cooperation—recognizes that education for peace is a condition to our survival. The first duty of our schools today is to train the student to distinguish between ideas of death and ideas of life. The menace to our world is not the atomic bomb but the idea which controls and directs this instrument. The stupendous task of education today is to warn our youth, from the nursery school through college, against ideas of death and to inculcate ideas of life.

To realize the third goal set by the President's Commission—education for the application of creative imagination and trained intelligence to the solution of social problems and to the administration of public affairs—will require all the skill and imagination of which we are capable. We need new ways of doing things, new ideas and attitudes which will contribute to our social philosophy of democracy. This need to find ways to dramatize and heighten an appreciation of democracy is too urgent for postponement. To delay such education is to fail.

"Those who expect to reap the blessings of freedom," said Thomas Paine, "must undergo the fatigue of supporting it." Never before in our history has this admonition been more important. American strength at home and abroad will be largely determined by our effectiveness in achieving the three educational goals of the President's Commission. They must operate in our own lives, and in the imaginations and the minds of our children.

Professor Harold Rugg, Professor of Education at Teachers College, Columbia University, author of "Foundations for American Education," challenged his audience with the necessity of improvising in a divided world—divided nationally and internationally, economically, politically, esthetically, ethically. The main theme of his remarks was as follows:

### IMPROVISING IN A DIVIDED WORLD

HAROLD RUGG

People today are split into Center-to-Right, trying to keep a 20th century economy operating on an 18th century principle, tending to be pro private property,

pro the past and the *status quo*, pro imposed discipline; and Center-to-Left, a growing group who accept the fact of swift social change, who are pro the public, pro freedom and the study of the mastery of conditions and problems of contemporary life. Against this background, educators must face the question: "What are we going to do now?"

There are three courses we can follow. The first is to do nothing. Most of our public schools in America are doing nothing or next to nothing to bring young people to an understanding of the crisis which is upon us. But to do nothing is actually to act in the most vicious way. The second course is to follow a line—economic, social, or political. But to adopt a party line is to deny our right to teach in a school. These are the easy ways, but the third course is the hard way. It is the way adopted for a quarter of a century by a group of men and women in America, "The Progressive Education Association of America." They have led the way on the personal, child-centered frontier, blazing a trail by which tens of thousands of classrooms are now changed. Now we must move out to the social frontier. The "hard" way means taking the children and young people who live in our competitive, cutthroat society and gradually introducing them, from nursery school through adult education, to the actual nature of this world.

In the past twenty-five years, great scholars have achieved great consensus of understanding about our world and the nature of man and of his society, based upon documentation. We know enough now to give this new knowledge to our students, even though we do no more than state the problem of a new ethics in a power society, where Right opposes Left.

But the final danger to be feared is not that the "I" will drive back the "We" and refuse to move with the trend. The danger is now the encroachment of "We" upon "I," that we will swing back the pendulum and submerge the individual completely in the community. As society combines more and more for the socialization of the world, and the school agrees enthusiastically, "Yes, we can build abundance by collectivising," the critical question becomes: How can we keep a balance, how can we maintain the supreme value of the individual in a world increasingly socialized?

The last address, by Cord Meyer, Jr., author of the book "Peace or Anarchy," appropriately completed the progress of the topic of human aggressions from the psychiatric consideration of its manifestations in

the child to its final significance for the international world. Mr. Meyer, who lost his twin brother in the Pacific and was himself wounded, is president of the United World Federalists, Inc. The following is a summary of his address on the world situation.

## LIFE OR DEATH FOR OUR CHILDREN

CORD MEYER, JR.

I do not believe any discussion of international relations today can bear relation to reality unless one takes into account the new methods of destruction. In the last five years the technique of modern warfare has been completely changed by our own human ingenuity in developing the power to destroy. The extent of that change is indicated by these facts.

We have available at the present time atomic weapons. I need not speak of the bombs used at Hiroshima and Nagasaki. I do not know if you are aware that we have weapons ten to a hundred times that power. We also know a good deal more about radioactivity and its effects in atomic warfare. Dr. Stafford L. Warren, radiologist in charge of the safety section at Bikini has testified that "under certain conditions, with an underwater explosion and proper wind conditions, large and critical coastal areas could be made uninhabitable for long periods."

We also know from work done by Dr. Muller that the hereditary effects of atomic war would be far more dangerous for the human race than the physical destruction of cities and industries. Many survivors would bear mentally deficient and physically deformed children, due to mutations caused in the genes and passed on to the future generations.

We also know that the theoretical knowledge of how to produce atomic weapons is available to other countries. Other nations will need from six months to six years from today in order to manufacture their own atomic weapons without help from us.

Biological and bacterial warfare weapons are in full scale production today. All the important countries are now competing in their production.

The United States and the Soviet Union are now indulging in a massive power struggle from the Baltic to the China Sea. This struggle for arms, air bases and raw materials reaches into every corner of the world. This arms race and power struggle will end in war if it is not soon stopped by the creation of an effective, international world order.

The UN as now constituted cannot stop this armament race. It is a league of heavily armed states preparing for war with each other. It has not the neces-

sary authority to decide any disputes in which the larger powers are involved, nor does it have the power to enforce its decisions on the rare occasions when it is able to reach a decision.

What changes are necessary? The UN must be given the authority to prevent war and national preparation for war, to make it impossible and unnecessary for any group within a nation or for any nation to amass the machinery of aggression. That is what is necessary. Certain specific law-making authority must be delegated to the UN by the separate nations binding the individual citizens of each country.

How far should this authority extend? The UN will control regular arms production in each nation. No nation may maintain a large army. A security code will have to be agreed upon. Effective action should be taken against an aggressor and sanctions imposed on the individuals responsible.

The UN will have to have the power to control and regulate atomic energy development and other scientific developments easily diverted to the secret production of weapons for mass destruction. The UN should have the direct power to tax the nations for money needed in its administration and there would have to be a steady growth in the authority of the UN to allocate and control the world's food supply and energy sources.

Behind the law-making authority, there should be world courts with compulsory jurisdiction over the individual, courts in which a private citizen, or government official, or group of citizens in a corporation, who attempt to break the law or instigate aggression can be given a fair trial and punished. We have to face the fact that we cannot again wage a war against whole peoples to punish the aggression of a group within that nation.

We must get back to the idea that there is *individual* responsibility and if a man breaks this basic, world security code, he must be arrested, tried and punished as a criminal, before five hundred million people have been killed—not afterward.

The UN must also have the power to conduct an international system of inspection with free access in every country in order to discover any illegal attempt to produce the prohibited armament.

Behind the UN would be a world police force recruited from the individuals of each nation, responsible only to the UN and armed with effective modern weapons so that at the first attempt to resort to aggression, the attempt would be met by prompt and decisive action.

(Continued on page 88)



## Parents' Questions

The questions published here are selected and discussed by the staff of the Child Study Association, and the answers written by various members. The department is edited by Aline B. Auerbach.

*I have a little boy three-and-a-half years old who can't stand up for himself. When other children hit him, he just runs away. I try to get him to hit back, but it doesn't do any good. He's a bright child, but he only likes to do quiet things by himself, like building with blocks or listening to records, and my husband is afraid he will grow up to be a sissy.*

If a little boy is afraid to fight, it is best to come to his aid indirectly, by helping him to feel less afraid. Of course, it is hard to stand by and watch your child being hit, but telling him to hit back when he can't bring himself to do it may only make him more afraid. In addition to his original fear, he now has a second fear, that of being unable to please his parents, and this is the most devastating feeling that a small child can have. Instead of emphasizing the things he can't do, it is wiser to add to his self-assurance by showing him how pleased you are with the things he does well. If he builds well, praise his block building, and in addition, encourage him to learn new skills that don't bring him into too great competition with other children. Has he ever tried modelling with clay? Does he know how to ride a tricycle? With every new skill that he learns, his self-esteem will gradually be increased.

As for his relations with other children, make them as easy as possible at first. Perhaps you can take him to the Zoo with two or three other children of his own age, keeping them interested in the sights on the way, so that they are doing something pleasant in company. This does not mean that sooner or later some child will not hit him. Maybe your boy will hit back. Then again, maybe he won't. Children—and adults—have different ways of handling their difficulties. Since he is bright, he may learn to fight with his intelligence instead of with his fists. All that you can do in the immediate situation is to stand ready to receive your youngster with comfort, but without praise or blame or fuss of any kind.

In any case, social relations are never smooth at three and a half. That comes later. Probably the mother of the youngster who hit your boy is worried

that her child will grow up to be a bully. The important thing at three and a half is that a child should acquire a healthy sense of power from mastery of physical things; if, in addition, he knows that his parents think he is a very satisfactory person, he will be pretty sure to face the world with confidence.

*My daughter, aged four, often gets very angry and seems to feel no hesitation in expressing it. She just lets go with her tongue and calls me all sorts of vile names, of which "stinker brat" is among the mildest. Her father doesn't think I should put up with this language; I admit I just don't know what to do about it.*

Sometimes a child just *has* to get hostile feelings off his chest through words, even bad words. In that case I believe it's best quietly to hear him out, letting him know that you understand, can be patient toward his anger, and actually sympathize with his strong feelings and disappointments. Here, then, his words are really used to express a genuine feeling that is crying for expression.

However, a child who incessantly hurls angry words with intent to hurt, perhaps needs restraint as surely as a child who hurls his toys for the same purpose. Both acts are open aggressions. Both weaken the child's own self esteem and call for parental control. Parents must always be ready to make this distinction, accept the first kind and control the second. But control doesn't necessarily mean punishment though parents often find this hard to understand and harder to carry out. It may merely mean a firm statement on your part that you cannot allow him to continue this behavior. You may be surprised to find how readily he accepts this for the chances are he doesn't like his behavior any more than you do.

Of course, the important thing is *why* the chronically hostile child has become so and what can be done to help create an altogether new relationship. This is your fundamental long-term problem.

*Should a mother take sides in her children's quarrels? My two boys, eight and eleven, are constantly picking on each other and sometimes their differences get pretty rough, to the point of physical fights and destroying one another's things. I try to be "neutral" but I just can't let such warfare go on, and I can't always find out who started the particular fracas. Should I just punish both of them?*

Certainly you can't let them hurt one another either physically or indirectly (through destroying each other's things). You *do* have to intercede, to the point of separating them and even keeping them apart at times. But it is more important to think in terms of prevention than punishment. And it is less important to find out "who started it" than *why*. Even with the most impartial inquiry it isn't always easy to detect the real instigator, since sometimes it may be the less apparently aggressive one.

A certain amount of quarreling between brothers of this age must be expected. It will pass as the boys grow and develop separate interests of their own. But, where the anger or resentment seems out of proportion to the immediate causes of the quarreling, where the relationship between the two seems to show no points of mutual interest or comradeship, one must suspect deeper roots of resentment. Perhaps your boys have reason to feel that the talents or achievements of one of them are more acceptable to you or to their father—come closer to your picture of "a son you can be proud of." Or there may be other pressures on one or the other of them to measure up in ways for which he feels inadequate.

You need to examine very honestly the whole picture of your own and your husband's relationships with the boys and the demands you make upon them. Beyond that, see that each has plenty of things to do which challenge, but do not overstretch, his abilities and interests. Share and enjoy their interests as far as you can, and encourage each to develop in his way.

*My fifteen-year-old daughter resents any suggestion I make to her and seems to take great delight in telling me to let her lead her own life. Yet after a scene of this kind, she often comes to me for help with some little thing like sewing a button on her blouse, which she should be able to do herself without any trouble. I don't know what to do about this. Shall I help her, especially after she has been so disagreeable to me?*

Most girls of this age, and boys too, have strong feelings for their own independence, their right to behave as adults and to make their own decisions. They aren't always able to carry these things out as competently as they'd like to, but their need to try is there, nevertheless. Just because they aren't really adults, and because they feel that their parents still consider them children, they have to fight hard to get this independence, even to the point of being disagreeable.

Actually there may be some validity in your child's feelings. Do you still think of her as a little girl? Do you interfere with her plans? Do you want to know all about her friends and her school activities and the details of her everyday life? Or do you give her enough opportunity to work things out for herself, even though she may make some mistakes in the process? Does she get enough recognition—and due praise—for the kind of girl she is, with her particular gifts and interests?

Even if you do encourage her to be independent, you have to expect that she won't act grown-up all the time. Her coming to you for help in small personal things, as you have described, may be evidence of the fact that she has a need to be dependent on you at times, too. This quick shift from maturity (or would-be-maturity) to a more childish state is often most bewildering to parents. But growth to maturity is gradual and uneven. Young people have to struggle hard to achieve it, and the very effort involved in the struggle may be responsible for some of the abrupt, sharp things they say. If we understand something of the nature of this struggle, of its conflicts and confusions, we can be more flexible ourselves in responding to our children's needs.

### *The Kinsey Report*

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Every professional worker concerned with children and young people should read this significant new book. Here are facts of vital meaning, essential in guiding and preparing children for the future. Here are clear-cut realities that will clarify, in a new and significant way, the processes of children's growth and development. Here are actualities that must be faced—must be dealt with—and that should be approached with the maximum of authoritative knowledge.

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# Suggestions for Study Groups

MARGARET MEIGS

## PLANNING A MEETING

"The Problem of Human Aggressions" makes a challenging topic for a study group program. It lends itself to various approaches:

A SYMPOSIUM with papers by members or outside authorities on different aspects of the subject.

FOCUS on some one aspect of aggression. A limited discussion may be easier to handle successfully. An important meeting could be based on any one of the conference themes: "The Roots of Aggression," "What Forces in Family Life Give Rise to Hostile Attitudes?" "What Forces in Our Social Structure Give Rise to Hostile Attitudes?" "Management of Aggression."

INTERRELATE the discussion of aggression with other child study topics. Aggression is a part of all behavior: consider its part in the management of discipline, brother and sister jealousies, feeding problems, etc.

SERVICE PROJECT growing out of or culminating in the meeting. Study groups should remember their responsibility to translate understanding into action. Projects of social value can be planned on the basis of a discussion of the ways in which the community's social structure fosters hostile or constructive aggression in its members.

*Community Wise*, compiled by Edna H. Porter, The Woman's Press, 75¢, is a notebook which will help you get acquainted with your own community, its resources and its needs.

FILMS. Several excellent films have recently developed the theme of human aggression: (All films listed below can be rented from the New York University Film Library, Washington Square, New York 3, New York.)

*The Feeling of Rejection*, National Film Board of Canada, Mental Mechanisms Series #1, presents a case history of a woman in whom aggressive impulses are turned inward. (See Suggestions for Study Groups, Winter 1947.)

*The Feeling of Hostility*, the second in the Mental Mechanism series, will soon be released. For further information write to the National Film Board of Canada, 620 Fifth Avenue, New York City.

*Emotional Health*, 16 mm. sound, time 21 minutes, McGraw-Hill Text-Film Department, 330 West 42nd Street. A film about college students which shows that emotional upsets are common and that for prolonged disturbances the need for professional help is important.

*Maintaining Classroom Discipline*, 16 mm. sound, time 14 minutes, a McGraw-Hill Text-Film, shows dramatically the difference between hostile and constructive aggression by contrasting two different methods of handling the same class.

READING. The development and management of aggressions is discussed in the following books and pamphlets:

*Frustration and Aggression*. John Dollard and others. For the Institute of Human Relations, Yale University Press. 1939.

*The Nursery Years*. Susan Isaacs. Vanguard. 1937.

*The Happy Family*. John Levy, M.D. and Ruth Monroe. Knopf. 1938.

*Everyone's Children, Nobody's Child*. Justine Wise Polier. Scribner. 1941.

*Love Against Hate*. Karl A. Menninger. Harcourt Brace. 1942.

*Anti-Semitism, A Social Disease*. Ernst Simmel. International Universities Press. 1946.

The following outline is based on the articles in this issue on the general theme "The Problem of Human Aggressions," and is offered as a guide to readers who wish to use CHILD STUDY as material for group study and discussion.

## BACKGROUND FOR DISCUSSION

THE CHILD'S FIFTH FREEDOM. Aggression is the pursuit of goals despite obstacles. As such, it is necessary in human life. Aggression can be constructive. Self-control is aggression turned against oneself rather than against the external obstacles. Love in early childhood for some adult and also fear makes possible the development of self-control. The danger of hurt in the battle for self-control is reduced by allowing the young child to express aggression in safe but open fashion. With the wrong handling aggressive feelings become excessive and distorted. Neurotic aggressions are lasting, blind and never satisfied.

THE PRICE OF PEACE. Our knowledge of how to master inanimate forces has far outstripped our understanding of how to master the forces of personality. Psychiatry cannot solve problems of international relations by techniques developed for this treatment of individuals. Children learn gradually to accept limitations and curb hostile behavior. Situations which make it harder for individuals to manage aggressive feelings are of the same kind which make it difficult for nations: feeling discriminated against, not being allowed an opportunity to express resentment, having to accept restrictions without getting any compensation for this acceptance.

"HOT" AND "COLD" WARS AGAINST OUR CHILDREN. Important factors in juvenile delinquency include poverty, slum surroundings, broken homes, and unsatisfactory family relationships. Children who "don't belong" in their own families are often made to feel not wanted also in school and in the community. The gang offers these children a group where they "belong." Through it they can vent upon society their feelings of hostile aggressions. Schools could help by recognizing these children's problem and adapting the curriculum to their real needs. Community services should be better coordinated.

Minority groups offer an easy target for the hostile feelings of these gangs and also for the non-delinquent in whose background is a similar experience of childhood rejection. The social and individual health of a community can be judged by the amount of group hostility and aggression existing within it.

## TO DISCUSS

Give examples of constructive and non-constructive aggression by children of different ages and by adults.

How do hostile aggressive feelings arising from our own childhood frustrations affect our handling of our children's problems?

Discuss ways in which we can provide safe outlets for children's feelings and still set reasonable and necessary limits on their behavior.

How does your school system take account of the emotional needs of children? What constructive action can you take to improve the schools?

Evaluate the social structure of your own community for the opportunities it gives for constructive rather than destructive aggressions on the part of all members of the community.

# Books of 1947

## For Parents, Teachers and Professional Workers in Social Work, Child Guidance and Family Relations

*Selected by the Bibliography Committee of the Child Study Association of America,  
Jean Rex, Chairman*

This Supplementary List is designed to be used in conjunction with *The Parents' Bookshelf*, a short comprehensive list, and *The Child, The Family, The Community*, an extensive bibliography which was published in the spring of 1947 and which re-evaluates the literature of the last two decades in this field.

The reading and selection of these books has been done by a volunteer committee of parents, teachers, writers, psychologists and physicians, under the direction of the staff of the Child Study Association. It has been their intent to select the books which present the best current thinking about children in all their relationships, to call attention to the critical status of democratic education, and to recognize pioneering attempts with new procedures.

**ADOPTING A CHILD.** *Frances Lockridge. Greenberg, 1947. 216 pp. \$3.00.*

Wise counsel and detailed information on where, when and how to adopt a child.

**ANTI-SEMITISM, A SOCIAL DISEASE.** *Ernst Simmel, M.D., ed. International Universities Press, 1946. 140 pp. \$2.50.*

A stimulating symposium with psychoanalytic approach that opens up a vast field of social research. A highly provocative introduction to a problem needing further investigation.

**CHILD PSYCHOLOGY.** *Arthur T. Jersild. Prentice-Hall, 1947. 3rd ed. 623 pp. \$5.00.*

Revision of a sound readable text brought up to date by inclusion of the latest research in child development.

**CHILDREN AND BOOKS.** *May Hill Arbuthnot. Scott, Foresman, 1947. 625 pp. \$5.00.*

A review of the place of books and reading in children's lives, in school and out, including selections from juvenile literature of today and yesterday. For teachers and librarians; valuable also as a source book for parents.

**CHILDREN OF THE PEOPLE.** *The Navaho Individual and His Development. Dorothea Leighton, M.D. and Clyde Kluckhohn. Harvard Univ. Press, 1947. 277 pp. \$4.50.*

An important contribution to our knowledge of child rearing among the Navahos, with interesting implications for our own culture.

**CREATIVE AND MENTAL GROWTH.** *A Textbook on Art Education. Viktor Lowenfeld. Macmillan, 1947. 304 pp. \$4.50.*

Another offering in the newer approach to art education. Attempts to help teachers understand the meaning of children's creative activity and its relation to their mental and emotional behavior.

**DEEP ANALYSIS.** *Charles Berg, M.D. Norton, 1947. 254 pp. \$3.50.*

A clinical study by an outstanding British psychoanalyst which presents an absorbing day-to-day account of a complete Freudian analysis of a single case.

**EDUCATION FOR WHAT IS REAL.** *Earl C. Kelly. Harper, 1947. 114 pp. \$2.00.*

A significant report on findings of the Hanover Institute about the nature of perception and of knowing, interpreted in relation to the whole educational process.

**EMOTIONAL MATURITY.** *Development and Dynamics of Personality. Leon Saul, M.D. Lippincott, 1947. 338 pp. \$5.00.*

A wise, understanding presentation of modern psychodynamic principles, stressing the important concepts of preventive psychiatry. Readable and helpful to students, parents and all who deal with people.

**EQUALIZING EDUCATIONAL OPPORTUNITIES BEYOND THE SECONDARY SCHOOL.** *Ordway Tead. Inglis Lecture 1947. Harvard University Press, 1947. 53 pp. \$1.00.*

Considers the problems that accompany the expanding opportunities for higher education within our present economic and social system.

**FATHER OF THE MAN.** *How Your Child Gets His Personality. W. Allison Davis and Robert J. Havighurst. Houghton Mifflin, 1947. 239 pp. \$2.75.*

A searching picture of children's growth, emphasizing the importance of differing social backgrounds and cultural attitudes in shaping an individual's personality.

**FOUNDATIONS FOR AMERICAN EDUCATION.** *Harold Rugg. World Book, 1947. 826 pp. \$5.00.*

Brings together what is known of man, his society and his physical world as a basis for understanding and appraising our schools and educational programs.

**FUNDAMENTAL EDUCATION.** *Common Ground for All Peoples. Report of a Special Committee to the Preparatory Commission of the United Nations Educational, Scientific and Cultural Organization, Kuo Yu-shou, Chairman, Paris, 1946. Macmillan, 1947. 325 pp. \$2.50.*

An important document reporting problems and issues that arise in the endeavor to achieve world literacy and other basic steps in education.

**GROWING TOGETHER.** *Rhoda W. Bacmeister. Appleton-Century, 1947. 325 pp. \$3.50.*

A friendly, human discussion of the family at home and in the community, stressing the ways in which parents develop along with their children.

**HANDBOOK OF PSYCHIATRY.** *Winifred Overholser, M.D. and Winifred V. Richmond. Lippincott, 1947. 252 pp. \$4.00.*

Simple, clear descriptions of the major personality disorders and their treatment. Written for the layman.

**I FIND MY VOCATION.** *Harry Dexter Kitson. McGraw-Hill, 1947. 3rd ed. 288 pp. \$1.80.*

Useful for young people with a leader's help. Contains a good bibliography.

**INTERCULTURAL ATTITUDES IN THE MAKING.** *Parents, Youth Leaders and Teachers at Work. William Heard Kilpatrick, William Van Til, editors. Ninth Yearbook of the John Dewey Society. Harper, 1947. 246 pp. \$3.00.*

This volume, rich in illustrative material, shows how



parents, youth leaders and teachers may work together in dealing with sources of intercultural antagonisms. Designed to meet the needs of school teachers and administrators.

**MAN FOR HIMSELF.** An Inquiry into the Psychology of Ethics. *Erich Fromm, Rinehart, 1947. 254 pp. \$3.00.*

An arresting discussion of Dr. Fromm's psychological and philosophical theories. A continuation of his "Escape from Freedom."

**MIND AND BODY.** Psychosomatic Medicine. *Flanders Dunbar, M.D. Random House, 1947. 263 pp. \$3.50.*

Presents in rather oversimplified fashion a widely discussed new approach to the study of the psychological factors in physical health. By a pioneer in the field.

**MOTHER'S ROLE IN CHILDHOOD EDUCATION, THE.** New England Concepts 1830-1860. *Anne L. Kuhn, Yale Univ. Press, 1947. 224 pp. \$3.00.*

A scholarly presentation of problems of parents, as illustrated by fascinating excerpts from family magazines of the last century.

**ORGANIZING THE ELEMENTARY SCHOOL FOR LIVING AND LEARNING.** 1947 Yearbook, *Association for Supervision and Curriculum Development of the National Education Association, 1947. 211 pp. \$2.25.*

A source of help for the teacher whose concept of education includes service to the child, the community, the nation and a united world. Problems in carrying out this ideal are not thoroughly discussed, however.

**OUR CHILDREN ARE CHEATED.** *Benjamin Fine, Holt, 1947. 244 pp. \$3.00.*

A telling picture of the crisis in education throughout the country. By the Education Editor of *The New York Times*.

**PAINTING AND PERSONALITY.** *Rose H. Alschuler and La Berta W. Hattwick. Univ. of Chicago Press, 1947. 2 vols. \$10.00.*

An interpretive study of the paintings of nursery-school children correlating the findings with observations of family background and the children's behavior in other areas. A provocative pioneer study.

**PARENTS' QUESTIONS.** *Staff Members of The Child Study Association of America. Harper, 1947, revised ed. 256 pp. \$3.00.*

A completely revised edition of a practical popular guide to parent-child understanding, that attempts to answer the questions that arise in everyday family life.

**PLAYMAKING WITH CHILDREN.** From Kindergarten to High School. *Winifred Ward. Appleton-Century, 1947. 312 pp. \$2.50.*

A straightforward account of children's dramatics and improvisations by a teacher who has found playmaking to be a successful outlet for children's creative expression.

**PROBLEMS OF CHILD DELINQUENCY.** *Maud Amanda Merrill, Houghton Mifflin, 1947. 403 pp. \$3.50.*

A thought-provoking study of the dynamic processes of behavior and the environmental background of a group of juvenile delinquents.

**PROBLEMS OF EARLY INFANCY** (pamphlet). Transactions of the First Conference. *Milton J. E. Senn, ed. Josiah Macy, Jr. Foundation, 1947. 70 pp. \$75.*

Reports by psychiatrists, psychologists and pediatricians of pioneer experiments in the psychological care of the newborn.

**PSYCHOANALYTIC STUDY OF THE CHILD, THE.** *Anna Freud and others, editors. International Universities Press. An annual. Vol. II, 1946. 424 pp. \$7.50.*

Special problems of child development, education and guidance reported from the psychiatric and psychoanalytic viewpoint. For the professional worker.

**PSYCHOTHERAPY IN CHILD GUIDANCE.** A Study based on the practice of the Jewish Board of Guardians. *Gordon Hamilton. Columbia Univ. Press, 1947. 340 pp. \$4.00.*

A careful analysis of theory and method in child guidance as practiced by the Jewish Board of Guardians. Important and rewarding for professional workers in this field.

**REPORTING TO PARENTS.** *Ruth Strang, Bureau of Publications, Teachers College, 1947. 105 pp. \$95.*

A thoughtful, illuminating discussion with suggestions for improving reporting practices. Valuable for parents as well as teachers.

**SO YOU WANT TO HELP PEOPLE.** A mental hygiene primer for group leaders. *Rudolph M. Wittenberg. Association Press, 1947. 174 pp. \$3.00.*

A simple direct presentation of the facts of mental hygiene and interpersonal relations as they apply to group work. Written especially for leaders of young people.

**STUDIES OF THE "FREE" ART EXPRESSION OF BEHAVIOR PROBLEM CHILDREN AND ADOLESCENTS AS A MEANS OF DIAGNOSIS AND THERAPY.** *Margaret Naumburg. Nervous and Mental Disease Monographs No. 71. Coolidge Foundation, New York, 1947. \$5.50.*

Six technical studies of the use of "free" or spontaneous art expression as an aid in diagnosis and therapy. An interesting report on a new field of research.

**UNDER THEIR OWN COMMAND.** *Harold Benjamin, Macmillan, 1947. 88 pp. \$1.50.*

An analysis of what education could do to promote peace if it were organized to that end as skillfully as for war.

**WOMEN'S OPPORTUNITIES AND RESPONSIBILITIES.** *Louise M. Young, ed. The Annals of The American Academy of Political and Social Science. Vol. 251, May, 1947.*

A comprehensive review of the status of women today in a series of articles by experts in the fields of economics, politics, education and the family.

**WORLD ON MY DOORSTEP.** *Harriet Eager Davis, Simon and Schuster, 1947. 274 pp. \$3.00.*

The author's lively and human story of her residence at Geneva between World Wars and her gradual awakening to the importance of international politics to family life.

**YOUTH AFTER CONFLICT.** *Goodwin Watson. Association Press, 1947. 300 pp. \$4.00.*

Thought-provoking forecast of the manner in which youth will meet social problems in the 50's, based on a survey of the effects of wars on youth.

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# Children's Book Award

ON MARCH 1st, the Children's Book Committee of the Child Study Association presented its 1947 award for "a book for young people which faces with honesty and courage real problems in today's world." The award was given to Lois Lenski for her *Judy's Journey*, published by J. B. Lippincott.

Miss Lenski tells a poignant story of a lively little girl who, with a family of migrant workers, followed the crops from Florida to the orchards of upstate New York. It does not gloss over the grim realities of the migrants' life—their poverty, their hunger and cold, their uncertain tomorrow. Yet it pictures with equal fidelity the dynamic quality of Judy's life, the close kindness of her "folks," a certain light-heartedness of the open road as the family is bundled into the rickety old car, and their fierce pride in all circumstances. Through its pages the young reader may learn to understand the plight of thousands of children who, like Judy, long for the simplest necessities—a house to live in—a school to learn in—enough to eat.

In accepting the honor, Miss Lenski said, in part: "Children need to know the delights of humor and fantasy but they also bring to life a strong desire to see and feel, to know and understand, a great eagerness to learn all that can happen to human beings. Over and over again, in all parts of the country, children ask me, 'Are your books true?' They ask us for wheat and we give them chaff. Too many of our so-called true-to-life books give a glamorized picture of real life. We have built up in books a synthetic world which never existed, in an effort to protect children from the harshness of the real world. We are keeping children blindfolded and wrapped in cotton-wool. Is it any wonder they grow into narrow-minded, intolerant adults?"

"It is a fine thing for a child to know and believe that there are good and honorable people in this world, that life is rich and good and worth living. But this is only one side of the picture. He should learn, too, that man can be mean, unkind and despicable and that their lives can be warped and twisted by cruel circumstances.

"Learning this, through books as through experience, the child will suffer less disillusionment and will acquire a true wisdom born of sympathy and understanding. In children's books we can present glimpses of common behavior which help to make us all kin."

In making this award, the Children's Book Committee also chose three other 1947 books for special citation: The first, *Pancakes-Paris* by Claire Huchet Bishop (Viking Press), is a touching story for younger readers about those French children who never knew the world of "before"—or the plenty, that included "crêpes for Mardi Gras." The second, *Anchor Man* by Jesse Jackson (Harper & Brothers), tells a well-integrated high-school story which effectively illustrates the problems of Negro-white relationships in a small town community. The third citation was for *Divided Heart* by Mina Lewiton (David McKay), a sympathetic story of divorced parents which should help teen-age girls toward a better understanding of the human problems of both father and mother in an adjustment which too many must face today.

This was the fifth annual award given by the Children's Book Committee, and once more highlighted the purpose for which this distinction was first created. Indeed, this year the award and citations exemplify many aspects of human relationships and problems within the community and the wider world: problems created by social and economic differences; the urgency of good neighborliness toward the people, and especially the children, of far countries; the challenge of prejudice in schools and communities where young people need help in translating democratic ideals into everyday living; and the more personal problems of modern life which must be met with vision and understanding.

Five years ago there was a marked absence of these subjects in books for young people. It was to focus attention on this dearth that the Committee initiated its award. In the years between there has been a growing recognition of the need for and the interest in such books. One publisher, Reynal and Hitchcock, was encouraged to set up a competition for a book of this kind and gave its prize in 1946 to Phyllis Whitney for her *Willow Hill*, an excellent young novel of how adolescents met the social problems of housing and school when the war brought a group of Negroes to work in a defense plant of a small town.

Young people, and their parents, too, should welcome the growing number of fine, courageous stories which not only mirror the problems and perplexities of our times but which also make good reading for their own sake.

FLORA STRAUS



# Children's Books

## About Nature — Spring 1948

**WHAT ANIMAL IS IT?** By Anna Pistorius. Wilcox. \$1.00. Brief facts about twenty-six zoo animals are presented in simple quiz form with brightly colored illustrations. Answers and identities are in the back of the book. (5-8)

**DESERT ANIMALS.** By Rita Kissin. Illus. by Helen Carter. McKay. \$2.50. The strange animals of the desert land are pictured with sweeping panoramic views of their native habitat. Little verses identify each of the animals. (5-10)

**AMIK: The Life Story of a Beaver.** Written and illus. by Luis M. Henderson. Morrow. \$2.50. All the fascination of the beaver, his uncanny engineering skill and dogged persistence, as well as the sense of danger and never-ending fight for survival, are in this most enjoyable story of one beaver's life from babyhood to the time when he finds a mate and builds his own lodge. (10-12)

**MONTE.** By George Cory Franklin. Illus. by Laura and Prentice Phillips. Houghton Mifflin. \$2.00. An exciting and absorbing story of a real grizzly bear's fight for freedom, this book offers drama and a wealth of nature lore in a good format and easy-to-read vocabulary. (8-12)

**MUNYA, THE LION.** By Dorothy Martin. Illus. by Joan Kiddell Monroe. Oxford. \$2.00. The life story of Munya, living in the great South African game preserve, is based on the author's own observations of lions in their natural habitat. Clear-cut drawings in simple color add greatly to the account of wild life on the veld. (5-8)

**VULPES, THE RED FOX.** By John and Jean George. Illus. by Jean George. Dutton. \$2.50. Swiftly paced and beautifully told is this life story of a cunning fox in his forest world who gained the deep admiration of those who hunted him throughout his long life. (9-12)

**RABBITS.** By Herbert S. Zim. Illus. by Joy Buba. Morrow. \$2.00. Another of the young science books which this author does so well for all ages. Rabbits—their kinds and their uses as well as their care and feeding—from the scientific and the hobby point of view, are discussed in simple, lucid text. The engaging illustrations in black and white have charm and humor. (6-10)

**WILD ANIMALS OF THE FIVE RIVERS COUNTRY.** By George Cory Franklin. Illus. by Mary Ogden Abbott. Houghton Mifflin. \$2.50. In this collection of stories of the wild animals native to our Southwest mountain region the author has carefully delineated the individual characteristics of each animal, their intelligence and loyalty. (10-12)

**SOUTH AMERICAN ZOO.** By Victor Von Hagen. Illus. by Francis Lee Jaques. Messner. \$2.50. Penguins, iguanas and cormorants are some of the strange and fascinating animals whose homes and habits are made familiar in these lively sketches of the inhabitants of various regions in South America. (12 and over)

**WILD ANIMALS AND HOW TO DRAW THEM!** By Amy Hogeboom. Vanguard. \$1.25. Along with a brief informative text this photographic picture book has simple line drawings of the zoo animals which are easily followed and will help any child to draw them. (8 and over)

**BIRDS IN THEIR HOMES.** By Addison Webb. Illus. by Sabra Mallett Kimball. Garden City. \$2.00. This is a truly distinguished book, whose superb illustrations in glowing colors, along with a simple flowing text show how birds build their nests and raise their young. Fifty-

four familiar birds are included in this beautiful book which will delight the whole family. (6 and over)

**KLEEW.** Written and illus. by Nikolaas Tingeren. Oxford. \$1.50. For children everywhere the adventures of this little Dutch sea gull should be a delightful source of information. Kleew's slow learning of the ways of a sea gull is related in simple text with delicate drawings. (5-7)

**ON THE WINGS OF CHEER.** Written and illus. by Sam Campbell. Bobbs Merrill. \$2.50. This gifted nature lover gives us another of his warm personal accounts of life in a northwoods "sanctuary," its people and its creatures, in an engaging story of his own daily experiences with them. (10-12)

**STARLINGS.** Written and illus. by Wilfrid S. Bronson. Harcourt. \$2.00. This picture book about a familiar bird is up to the usual high standard of the author who is also the illustrator. Accompanying the simple text with its large clear type are helpful and humorous pictures, and the bird lore is accurate and absorbing. (7-10)

**BEGINNER'S BIRD GUIDE.** By Leon A. Hausman. Putnam. \$2.00. A most practical guide to bird identification for beginners, this handbook has plates of 150 birds commonly found east of the Mississippi arranged according to color for easy recognition together with information about their songs, habits and habitats. (10 and over)

**THE INSECT WORLD.** By Hilda T. Harpster. Illus. by Zhenya Gay. Viking. \$3.00. For the budding entomologist this is a comprehensive and absorbing study of all phases of insect life which contributes to a better understanding of their place in the scheme of living things. (12 and over)

**THE BOOK OF NATURE HOBBIES.** By Ted Pettit. Illus. by Don Ross. Didier. \$3.50. To help everyone enjoy and be aware of the whole world of nature is the aim of this book of basic information and suggested projects. (12 and over)

**BEGINNER'S GUIDE TO WILD FLOWERS.** By Ethel Hinckley Hausman. Putnam. \$3.50. A complete field guide to wild flowers, arranged for easy reference and identification, with flowers grouped according to their predominant color. Clear, accurate line drawings with important characteristics shown in detail are accompanied by brief but fully informative text. (10 and over)

**OUR FLOWERING WORLD.** By Rutherford Platt. Dodd Mead. \$6.00. A deeply stirring history of our plants and trees from the dawn of time to the present: the development of our great forests, the sweep of the glaciers and the infinitely varied ways in which seeds have traveled through space and time. Abundantly illustrated with photographs. (12 and over)

**PLANTS: A Guide to Plant Hobbies.** By Herbert S. Zim. Harcourt. \$3.50. Whether you live in the city or country this botany for beginners serves as an excellent guide to the plant world with many suggestions for plant hobbies. (10 and over)

**GOLDFISH.** By Herbert S. Zim. Illus. by Joy Buba. Morrow. \$2.00. All about goldfish—where they come from, how they grow, breathe, eat, and most important, how to take care of them. Charming as well as helpful illustrations enhance each page. (6-10)

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*Children's Book Committee.*

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This program attempts a new technique in presenting educational material on the air, in a form that stresses entertainment values and reserves educational implications for follow-up distribution by mail. A group of children (changing each week) are invited to say what they think about such matters as lying, stealing, reading, prejudices, etc. Their discussions are recorded in the relaxed atmosphere of a home living-room, with Helen Parkhurst as moderator. This plan of advance recording, without an audience seen or unseen, plus the absence of any adult educational direction of the discussion, makes for a spontaneity and freedom in the children's responses not usually achieved with audience-conscious juniors. The results are often refreshing and revealing, and sometimes also embarrassing. On the other hand, the laissez-faire role of the adult moderator also leaves out any educational values. To leave unresolved the expression of wrong attitudes or confused ideas does not help the educative process either for the participants or for the listeners.

In a leaflet sent to listeners on request after each broadcast, Lawrence K. Frank skillfully picks up the pieces. His little topical monographs are enlightening and valuable. The time lapse between broadcast and explanatory leaflet, and the discrepancy between the number of weekly requests for it and the total of listeners raises considerable question as to the wisdom of this dependence on the printed form to supply the educational content of a radio program.

RADIO COMMITTEE

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## THE PROBLEM OF HUMAN AGGRESSIONS

*(Continued from page 80)*

I do not want to see the USA destroy its weapons in the hope that the other nations will do the same. I plead rather for a two-front foreign policy. As long as other nations prepare for war, we Americans also have to prepare. Military preparedness is necessary now and yet competing programs of national preparedness will lead to a third World War. Let us open another front and put the major emphasis on a solution.

The United Nations cannot strengthen itself. It can only be strengthened by the member states. If the American people are sufficiently informed, they

can insure the election of officials who stand for these things. If our own government comes out for this program, we can hope other nations will be prepared to take a similar stand and join with us in the creation of an international order which can prevent war.

In the time that still remains to us, many in this country have joined together in a program of education to let the people know what the political institutions must be to cope with the situation. We call our organization the "United World Federalists, Inc." and chapters across the country are engaged in educational work and also, very definitely, political work because we believe only by committing candidates of all parties, can we have a chance of ensuring our own survival.

The world's children have no influence on this decision. They are weak and helpless and have neither power nor understanding. They can only trust us. It is for us to decide whether they shall live or die. Remembering them, we can find the faith and the skill to build a world of peace under law.

---

## THE CHILD'S FIFTH FREEDOM

*(Continued from page 70)*

more powerful man who has injured him, and then turns and administers a similar injury to someone less powerful. This is what children do when they attack their dolls and toys, or other children who are smaller and less capable of self-defense. This is one of the reasons why men in groups turn their displaced angers against weak minority groups.

The third basic fact is that anger which is vented on substitutes is never satisfied. It does us little good to beat up Joe Doe when it was Tom Brown who injured us. We are left with an undischarged rage which seeks endlessly for other targets; and this search can continue throughout the whole of an anger-dominated lifetime.

By the time we are grown, the childhood situation which had produced the original anger usually has disappeared completely. Those who caused our original anger and bitterness may have died, or they may have come to realize and to regret old mistakes, and they may even have tried to make up to us for their early errors. In such situations men of good-will try to let bygones be bygones; yet deep and bitter anger may nonetheless persist unconsciously and in a form which is as primitive as when it first occurred.

A middle-aged lawyer who had been orphaned when he was three years old was brought up by an uncle and aunt. They meant well by him in every way, but the uncle was a severe man and often



punished this orphaned child ruthlessly and even cruelly. As the years went on he came to regret this, and acknowledged his mistakes frankly, until ultimately they cemented a firm and warm relationship and became good friends. For years there seemed to be nothing between them but warmth and affection; and when the uncle was dying the nephew took care of him, looked out for his affairs, and in every way played a devoted and filial role. Nevertheless, on the night of the uncle's death the nephew, who by that time was a sober middle-aged lawyer who rarely drank, found himself getting drunk, and ended up by holding what amounted to a spirited Irish wake. The next day he awoke to the sobering thought that out of the persisting residues of childhood bitterness he had celebrated the death of a man of whom he had thought for many years in affectionate terms.

The bitterness, the hatred, the envy and the jealousies of the earliest years can rarely be wholly eradicated if we wait to begin their eradication until many years after the original cause has disappeared. If we are even to lessen the neurotic distortions of human aggression, then it seems clear that the anger must be allowed and encouraged to express itself in early childhood, not in blindly destructive acts but in words, so as to keep it on the fullest possible level of conscious awareness. Furthermore, such conscious ventilation of feelings must be encouraged in the very situations in which they have arisen, and toward those adults and children who have been either the active or the innocent sources of the feelings. Only in this way can we lessen the burden of unconscious aggression which every human being carries from infancy to the grave. Therefore as parents, educators, pediatricians, teachers, clergymen, or psychiatrists, we must dedicate ourselves to the Fifth Freedom—the child's Freedom and Right to Feel, and to know what he feels by making his feelings articulate in words. Thus his conflicts and confusions and misconceptions can be corrected as they arise, instead of being subjected to such repression that they must be dealt with entirely in the dark of the unconscious. Only in this way can we avoid that process of neurotic distortion which turns normal aggressiveness into a blind, insatiable, destructive force.

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# We Invite Your Comment

The editors of *CHILD STUDY* need your comments upon the contents of our magazine. For the most helpful answer received to the following questions, we will send free a copy of "Parents' Questions." Write briefly and, so far as possible, explain the reasons for your preferences. Letters must be mailed by July 15, 1948.

1. Which article in this issue have you found most helpful and interesting and why?
2. Which topics have interested you the least and why?
3. What subjects do you wish to see treated in future issues?
4. What regular features—Parents' Questions, Suggestions for Study Groups, Radio, Children's Books, Book Reviews—do you find most useful?

Are you a parent, a professional worker or both?  
Address Editors, *CHILD STUDY*, 221 West 57th  
Street, New York 19, New York.

For this interesting letter about our Spring issue, a copy of "Parents' Questions" was awarded to Dr. Kleeman.

Dear Editors:

The following are my comments on the Spring, 1948, issue of *CHILD STUDY*:

1. "Self Regulation in Infancy," by Dr. Montgomery was the most interesting article for me. I think Dr. Montgomery's statements are excellent and that he presents the subject extremely well. He states the most important principle necessary in the application of self regulation, *i.e.*, the striking of a balance between meeting the child's needs pertinent to his developmental level and avoiding the pitfalls of removing all restraints and direction to the child's activities.

There was only one minor point I would dispute with Dr. Montgomery; he states that the newborn baby is a completely reflex organism, that his brain does not participate in any of his activities. That is an oversimplification of the facts to prove a point. A critic could quickly arrive at the spurious conclusion that since the child is functioning "with the brain not participating," any trauma imposed on the child (such as letting him scream an hour when he is hungry to be sure he is on schedule) could have no

effect on the child's subsequent personality. I think this is not the case. This is a minor criticism of a well-stated case for self regulation.

2. Which topic do you like least and why? is really quite a difficult question for me because I truthfully could find no part of this issue which I could criticize as not being interesting or of value.

3. As to suggesting subjects for the future, I should very much like to see an article or articles suggesting how our educational system can be altered to produce more world citizens; when we have enough of them we shall no longer have wars. In some way your very fine magazine should be brought to the attention of more young physicians, particularly those in training for pediatrics or psychiatry.

4. The regular features I found most useful were: (a) Parents' Questions—Specific problems common to many parents, with concrete answers, are of greater value than generalities on the same subjects. (b) Suggestions for Study Groups—I found this worthwhile especially for the references suggesting further reading on each subject. (c) Book Reviews—This was of special interest for the review of Dr. Kinsey's book. This book is being read, usually uncritically, by persons from every conceivable sector of our society. It has tremendous social implications, and unless we have some interpretative reviews urging caution in the wholesale acceptance of these implications, the effects can be quite damaging.

I am a professional worker: a pediatrician, a fellow in the Yale University Rooming-In Unit for this year, a parent, and perhaps a psychiatrist at some later time.

JAMES A. KLEEMAN, M.D., Resident Staff,  
Grace-New Haven Community Hospital,  
New Haven, Conn.

Discussion about "The Modern Mother's Dilemma" in our Fall issue continues to arrive in the editors' mail. Two of these letters are printed here.

My dear Mrs. Gruenberg:

I should like to tell you how stimulating and at the same time how comforting I found your article, "The Modern Mother's Dilemma." It has given me an idea which may not be new but since I have never heard about it anywhere I am writing to you about it.

My idea is that there should be an employment agency exclusively for mothers. There would be great



advantages in such an agency for both mothers and the public.

There are numerous jobs which can be far more competently filled by an intelligent mother than by the type of person usually employed in them. For example, in the field of selling, a mother could be extremely helpful in those departments selling infant's and children's clothing, juvenile furniture, carriages, toys, books, records and household equipment. I still feel grateful to the motherly person who advised me on the purchase of my baby's layette, and I recall with some annoyance the ridiculous gifts I used to send to friends on the recommendation of young salesgirls who knew as little as I about children's needs. I have found it pretty useless to ask the average salesperson for pointers on bicycles, carriages or toys, and have built up my knowledge with buyers' guides, books and magazine articles.

Another field, especially for older mothers, is that of "homemaker": going into a home where a mother is temporarily absent or ill and managing children and the home so that it may be kept together. It is usually an eight- or nine-hour day job, fairly well paid, and especially in demand by social work agencies.

Similarly, with some training before or on the job, mothers could be a great improvement over much of the personnel found in child-rearing institutions for mental defectives, delinquents, orphans, in children's hospital wards and day nurseries. Quite obvious too, it seems to me, is the value of registered and investigated mothers as baby sitters.

I think too that many mothers coming to such an agency for outside employment might find that their best way of occupying their energies and earning money would be to board children, thus providing much-needed foster homes. I am sure there are many other jobs along similar lines.

Such an agency might also have a section for vocational guidance. With a little training and guidance many mothers could fit themselves for jobs not exclusively along homemaking lines. For instance, those women who made their families' clothing could be trained for operating garment machines or even designing and hand-sewing. Wives of professional men might be interested in becoming medical, hospital and dental assistants. The agency could also offer valuable advice to former professionals on present-day requirements and opportunities in their fields. For the mother, the benefits of such an agency are very obvious. Instead of feeling timid and apologetic about lack of recent experience or no previous work

experience, she can feel specialized and highly experienced.

In the beginning, of course, the task of job-soliciting by the agency would involve education of employers and the general public. But that this is possible is proved by the fact that during the war New York City's Department of Welfare did special job-soliciting for the old, unskilled and handicapped, and met with very good success.

The above is only a crude outline of an idea, but one which deserves thought, for it would serve a very useful purpose for many mothers seeking to continue their usefulness.

NAOMI G. SIEGEL,  
Brooklyn, N. Y.

Dear Editors:

At a discussion of "The Modern Mother's Dilemma" among a group of friends, at which my daughter, then ten, was present, someone teasingly asked her opinion as to whether a mother should just stay at home and care for her children, or whether she should have other interests outside of the home. My youngster answered very simply, "I think it all depends on how the mother feels about it."

ZITHA R. TURITZ,  
Long Island City, N. Y.

## Child Psychology

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# News and Notes

## Summer Workshops

"Health Education" will be discussed at a Western Reserve University workshop, to be held in Cleveland, Ohio, for six weeks, beginning June 21. Teachers, nurses and other workers in this field (their number limited to fifty) will meet with Dr. Charles F. Good, Directing Supervisor of Cleveland's School Health Service, and his staff, and help to map out their own program. Thirteen specialists in various fields—psychiatry, social work, physical education and other related professions—will make contributions to the discussion. Address Health Education Workshop, Western Reserve University, Cleveland 6, Ohio.

A workshop in "Human Relations" will be held at Rutgers University in New Brunswick, New Jersey, from July 6 to August 13. Its purpose is to develop orientation and skills for the teaching of human relations and for the organization of democratic group life in the schools. Teachers in all areas, on both elementary and secondary levels, guidance and social workers, librarians and workers in other related professions are eligible for admission. The directors are Max Birbaum, Ruth Cornelious and Leon Wolcott. For detailed information and application blanks address Dean Clarence E. Partch, School of Education, Rutgers University, New Brunswick, New Jersey.

"Family Life Education" is the discussion topic of a workshop being held for school and community leaders at the University of Chicago from August 2 through September 3. Evelyn M. Duvall, Executive Secretary of the National Council on Family Relations, is Director and also one of the Seminar leaders. The other leaders are Robert J. Havighurst and Ernest W. Burgess. Registrations are limited to twenty-five currently active workers and will be accepted in order of their application and merit. For all information address The Workshop Secretary, University of Chicago, Chicago 37, Illinois.

## Advice on Group Living

An excellent pamphlet, "The Group Living of Children," covering the needs of children from nursery school to after-school groups, has been compiled by the Citizens Committee on Children of New York City, Inc. Based on the need not merely to "keep them off the streets" but to aid child growth and development, this booklet

points out both the tangible and the intangible factors essential to successful group living at all ages. A practical, detailed list is offered for suggested indoor and outdoor equipment. For copies, address Citizens Committee on Children of New York City, Inc., 136 East 57 Street, New York 22, N. Y.

## Hot Weather Plague

Infantile paralysis usually strikes in summer. Wherever its victims may be, the National Foundation for Infantile Paralysis provides advice and assistance through its nearly 3,000 chapters. Send for a leaflet "Polio and People," a description of the work of chapters and "A Message for Parents," containing information about what to do. Address The National Foundation for Infantile Paralysis, 120 Broadway, New York 5, N. Y.

## Psychiatry Contributes

Five lectures on "Psychiatry—Its Contribution to Family Living" were given under the auspices of the Child Study Association this spring, with a final discussion meeting led by Dr. Marianne Kris, Psychiatric Supervisor of the Association's Family Counseling Service. The lecturers were Dr. Flinders Dunbar, Dr. Jule Eisenbud, Dr. Edward Weiss, Dr. Edward A. Strecker, and Mrs. Mary Fisher Langmuir. Some of this material will appear in later issues of CHILD STUDY.

## Know Your Heart

The questions most often asked about heart disease are answered simply and clearly in a pamphlet, "Know Your Heart," recently issued by the Public Affairs Committee of New York City, and written by Howard Blakeslee, science editor of the Associated Press, with the cooperation of The American Heart Association. Among the questions answered are: "What Are Some Heart Danger Signals?"; "Is Heart Disease Inherited?"; "Does Worry Weaken a Heart?"; "What Is the Age of Heart Disease?" Much can be done for hearts that was never before possible, Mr. Blakeslee says, describing the amazing progress in the treatment of this disease, and explaining modern methods of treatment. The cost of the pamphlet is twenty cents and orders should be sent to Public Affairs Committee, Inc., 22 East 38th Street, New York 16, N. Y.

(Continued on page 95)



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*Professor of Art Education, Pennsylvania State College*

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## **JUST AND DURABLE PARENTS**

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# PUBLICATIONS

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- ☐ **Discipline Through Affection**  
Aline B. Auerbach.....\$ .15
- ☐ **Discipline: What Is It?**  
Helen Steers Burgess..... .20
- ☐ **Emotional Growth in the First Year**  
René A. Spitz, M.D..... .15
- ☐ **Jealousy and Rivalry in Children**  
Reprinted from CHILD STUDY..... .20
- ☐ **Looking at the Comics**, Josette Frank and  
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Irvin C. Poley..... .15
- ☐ **The Psychological Test—Panacea or  
Myth?** Morris Krugman, Ph.D..... .15
- ☐ **The Technique of Sex Information**  
Fritz Redl..... .15
- ☐ **The 10 Mistakes of Parents**  
Sidonie M. Gruenberg..... .15
- ☐ **There Is No Substitute for Family Life**  
Lauretta Bender, M.D..... .15
- ☐ **These Children's Radio Programs**  
Josette Frank..... .15
- ☐ **Today's Children for Tomorrow's World:  
A Guide for the Study of Young  
Children (for group leaders)**  
Aline B. Auerbach..... .30
- ☐ **Two Mothers Revolt: Why Can't Babies  
Share Our Hospital Rooms?** Frances P.  
Simarian and Roberta White Taylor..... .15
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ginnings of Discipline**..... .15
- ☐ **When Children Ask About Sex**  
Staff of the Child Study Association..... .25
- ☐ **When Fifteen and Fifty Disagree**  
Anna W. M. Wolf..... .15

### BOOKS

#### BY STAFF MEMBERS OF THE ASSOCIATION

- ☐ **Parents' Questions**  
Staff of the Child Study Association,  
Harper and Bros. Revised edition.....\$3.00
- ☐ **The Parents' Manual: A Guide to the  
Emotional Development of Young  
Children**  
Anna W. M. Wolf, Simon and Schuster 2.75
- ☐ **We, the Parents: Our Relationship to Our  
Children and to the World Today**  
Sidonie M. Gruenberg, Harper and Bros. 2.50
- ☐ **Favorite Stories Old and New**  
For children 6 to 9. Selected and edited  
by Sidonie M. Gruenberg, Doubleday... 2.50
- ☐ **Read-to-Me Story Book**  
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dren's Book Committee of Child Study  
Association. Crowell..... 2.00

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## NEWS AND NOTES

(Continued from page 92)

*Community Chest Aids* Five school program publications giving help to parents, teachers and social workers concerned with educating young people in citizenship are available at Community Chests and Councils of America, Inc., 155 East 44th Street, New York 17. Among the titles are "Field Trips to Health and Welfare Agencies," "A School Program for Community Chests and Councils," "Student Speakers for Community Service Interpretation," and "Building Together."

## "HOT" AND "COLD" WARS AGAINST OUR CHILDREN

(Continued from page 76)

In another study which explored the dynamic basis of anti-Semitic attitudes in a number of persons in analysis, Dr. Ackerman and Dr. Yahoda stated:

"They all had a basic feeling of rejection by the world at large, a feeling of not belonging. Their striking sense of social isolation was in several cases one of the main reasons that led them to seek the help of a psychiatrist. This pervasive anxiety also prevented them from forming safe and secure individual attachments. They were unhappy in their marital relationships and seemed unable to maintain close relationships."

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In adults as in adolescents and children, where the human being has been rendered insecure and unable to achieve real and satisfying human relations, his failures and anxieties are almost the measure of his consequent aggression and hostility toward other individuals. These driven human beings are dangerous to all of us as well as to themselves. The extent to which group hostility and aggression, delinquency and crime exist in any community provide a barometer of its social and individual health.



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